

Board of Directors

Regular Meeting June 21, 2022 7:00 p.m.

This meeting will be held in the
Franklin Pierce High School Corrigan Room
located at **11002 18th Avenue East** in Tacoma, Washington.

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/89258015875?pwd=T2g2cENEemNzYUV5WnM5QmtJeHpQQQT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 892 5801 5875 Password: WsPhRm0621

Audience and community comments are welcome and will be limited to two minutes per person.

In-person attendees may sign up to comment at the check-in table upon arrival.

Online Zoom attendees may deliver written comments to or schedule oral comments with
the Superintendent's Office (kholtan@fpschools.org or 253-298-3010)
by 3 p.m. on June 20, 2022.

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

FRANKLIN PIERCE SCHOOLS

Jo Anne Matson Administrative Center
315 129th Street South
Tacoma, WA 98444
www.fpschools.org
253-298-3000

Franklin Pierce School Board's Operating Principles

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

Communications, Cooperation, and Trust

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

Effective Meetings

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

Decision Making

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

Addressing Citizen or Staff Complaints

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

Board Operations

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

REGULAR MEETING OF THE BOARD OF DIRECTORS

June 21, 2022 – 7:00 p.m.

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AGENDA

- I. **Call to Order**
- II. **Flag Salute**
- III. **Establishment of a Quorum**
- IV. **Adoption of Agenda**
- V. **Announcements and Communication**
 - 1. Superintendent
 - 2. Board of Directors
 - 3. Audience/Community

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent's Office (kholtan@fpschools.org or 253-298-3010) by 3 p.m. on June 20, 2022.

Audience members may exit at this time or stay for the remainder of the meeting.
- VI. **Consent Agenda**
 - 1. Minutes: June 7, 13 and 14, 2022.....A
 - 2. Personnel ActionB
- VII. **Unfinished Business**
 - 1. Core Instructional Materials Adoption: *Puberty – The Wonder Years Grades 4-5*.....C
 - 2. Policy 2125: Sexual Health EducationD
- VIII. **New Business**
 - 1. Travel Request: Overnight Field Trip with Students – FPHS ASB/Leadership CampE
 - 2. Resolution 21-R-12: 2022-2023 BudgetF
 - 3. Superintendent's ContractG
- IX. **Proposals**
 - 1. Core Instructional Materials Adoption: *Braiding Sweetgrass*H
 - 2. Core Instructional Materials Adoption: *The Cultural Landscape*I
 - 3. Core Instructional Materials Adoption: *Understanding Music Past and Present*J
 - 4. Supplemental Instructional Materials Adoption: Ethnic Studies IIK
 - 5. Supplemental Instructional Materials Adoption: Washington State HistoryL
 - 6. Policy 2413: Equivalency Credit OpportunitiesM
 - 7. Policies Related to Mastery-Based Credit: 2402-2407, 2409N
- X. **Information**
 - 1. Procedures Related to Mastery-Based Credit: 2402P-2407P, 2409P.....O
 - 2. Approved Out-of-State Staff Travel RequestsP
- XI. **Adjournment**

Next Meeting: July 5, 2022 at Noon

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).

- 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 requests them.
- All Franklin Pierce School District properties remain gun-free, smoke-free zones.
- Anyone unwilling or unable to meet these requirements will not be allowed to attend the meeting in person but they may attend remotely using Zoom webinar. Instructions for joining the meeting online are contained on the agenda.
- Public Comments during the Announcements and Communication portion of the School Board Regular Meeting:
 - In-Person Attendees: Sign up at the check-in table upon arrival at the meeting location.
 - Online Zoom Attendees: Contact Kristin Holten at kholtan@fpschools.org or 253-298-3010 by 3 p.m. the day prior to the meeting to submit written comments or receive instructions for commenting live using the Zoom webinar system.

Franklin Pierce Schools

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

Board directors and audience attended either via Zoom video webinar 815 1368 6267 – (253) 215-8782 or in-person at Franklin Pierce High School Corrigan Room, 11002 18th Avenue East, Tacoma, WA 98445.

June 7, 2022

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the special meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. Budget 101, presented by Ms. Tammy Bigelow, Director of Business Services
3. 2022-2023 Budget, presented by Ms. Tammy Bigelow, Director of Business Services

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:09 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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Board directors and audience attended either via Zoom video webinar 815 1368 6267 – (253) 215-8782 or in-person at Franklin Pierce High School located at 11002 18th Avenue East, Tacoma, WA 98445.

June 7, 2022

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the meeting to order at 7:17 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

22-M-58

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE BOARD

Mrs. Sherman commented on the GATES High School Senior Awards Ceremony.

ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY

Ms. Lori Curtis, Parkland community member, commented on the preservation of Parkland School.

CONSENT AGENDA

22-M-59

It was moved by Mr. Sablan, seconded by Mr. Nerio, 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 May 24, 2022.

(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 June 7, 2022, authorized the County Treasurer to pay all warrants/transfers specified below.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
General Fund – Payroll	Direct Dep/Bank Fees	\$6,332,322.21	5/31/2022
	272276-272304	\$28,450.35	5/31/2022
	272305-272339	\$2,972,172.01	5/31/2022

	Number	Amount	Date Issued
General Fund – A/P	A/P Direct Deposit	\$39,743.51	5/13/2022
	272196-272267	\$301,407.72	5/13/2022
	A/P Direct Deposit	\$464,053.12	5/31/2022
	272340-272394	\$508,479.84	5/31/2022
Capital Projects	A/P Direct Deposit	\$111,609.35	5/13/2022
	272268-272273	\$870,352.22	5/13/2022
	A/P Direct Deposit	\$122,806.02	5/31/2022
	272395-272404	\$101,313.84	5/31/2022
ASB	A/P Direct Deposit	\$2,546.22	5/13/2022
	272274-272275	\$750.00	5/13/2022
	A/P Direct Deposit	\$25,684.63	5/31/2022
	272405-272432	\$4,157.84	5/31/2022
Trust	A/P Direct Deposit	\$221.10	5/31/2022

(3) Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE
Asher, Makennah	Teacher	Midland	08/22/2022
Birchfield, Renee	Assistant Teacher	Hewins ELC	08/30/2022
Budrick, Conner	Teacher	Central Avenue	08/22/2022
Chua, Sean	SPED RN	K-12	08/26/2022
Clayton, Bridgette	Education Intern	Central Avenue / Hewins ELC	08/30/2022
Duncan, Jordan	Teacher	Central Avenue	08/22/2022
Felix Cotto, Adriana	Education Intern	Central Avenue / Hewins ELC	08/30/2022
Frederick, Kristina	Assistant Principal	Midland	07/01/2022
Gese, Siri	Teacher	Franklin Pierce	08/22/2022
Hauenstein, Jordan	Full-Time Custodial Sub	Teaching and Learning Services	06/01/2022
Hopkins, Lisa	Temporary LPN	K-12	05/17/2022
Lavelle, Mollie	Teacher	Midland	08/22/2022
Loman, Michael	FT Custodial Sub	Keithley	06/01/2022
Lum, Shanelle	Teacher	Central Avenue	08/22/2022
Rahil, Eblims	Education Intern	Central Avenue / Hewins ELC	08/30/2022
Scribner Vartanian, Meaghan	Psychologist Intern	Teaching and Learning Services	08/30/2022
Taylan, Danielle	Counselor	Keithley	08/22/2022
Webber, Matyson	Full-Time Custodial Sub	Franklin Pierce	06/01/2022

TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE	REASON
Anderson, Amanda	Paraeducator	Midland	08/31/2022	Resignation
Biggs, Christina	Paraeducator	Midland	08/31/2022	Resignation
Brownlee, Nicholas	Special Ed Teacher	Washington	08/31/2022	Resignation
Darling, Tiffany	Teacher	Ford	05/19/2022	Resignation
Fee, Maricel	Teacher	Keithley	08/31/2022	Resignation
Kaur, Amrit	Teacher	Franklin Pierce	08/31/2022	Resignation
Rathbun, Maegan	Teacher	Ford	08/31/2022	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Brown, Breanna	06/13/2022	College and Career Specialist / Franklin Pierce	Reassignment
Bucher, Jamie	05/25/2022	Assistant Chief / Harvard	Promotion
Fenton, Kristopher	08/22/2022	Teacher / Keithley	Reassignment
Filisi, Britta	05/31/2022	Temporary Custodian / Franklin Pierce	Temporary Reassignment
Jaquez, Justin	05/16/2022	Assistant Chief / Franklin Pierce	Promotion
McNeil, Jesse	07/01/2022	Assistant Principal / Brookdale	Promotion
Pound, Hallie	05/16/2022	Assistant Chief / Elmhurst	Promotion
Trejo, Elisa	08/11/2022	Office Assistant / Brookdale	Reassignment

SPECIAL ACTIONS

NAME	POSITION / LOCATION	REASON
Hester, Abigail	Paraeducator / Elmhurst	Change resignation date from 08/31/2022 to 06/10/2022

(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 April 2022.

POLICY 4220: PARENT ACCESS AND SAFE AND ORDERLY LEARNING ENVIRONMENT

22-M-60

It was moved by Mrs. Sherman, seconded by Mr. Sablan, and unanimously passed that the Board of Directors adopt revised Board Policy 4200: Parent Access and Safe and Orderly Learning Environment.

SUPPORT SERVICES SURPLUS APPROVAL

22-M-61

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

RESOLUTION 22-R-08: INTERDISTRICT AGREEMENT FOR EDUCATIONAL OPPORTUNITIES **22-M-62**

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt Resolution 22-R-08: Interdistrict Agreement for Educational Opportunities.

RESOLUTION 22-R-09: CONTRACT FOR NON-PUBLIC SCHOOL AGENCIES OR INDIVIDUALS **22-M-63**

It was moved by Mr. Nerio, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt Resolution 22-R-09: Contract with Non-Public School Agencies or Individuals.

RESOLUTION 22-R-10: DELEGATING AUTHORITY TO WIAA **22-M-64**

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt Resolution 22-R-10: Delegating Authority to WIAA.

RESOLUTION 22-R-11: WATER UTILITY EASEMENT AT HARVARD ELEMENTARY SCHOOL **22-M-65**

It was moved by Mr. Nerio, seconded by Mr. Sablan, and unanimously passed that the Board of Directors adopt Resolution 22-R-11: Water Utility Easement at Harvard Elementary School.

CORE INSTRUCTIONAL MATERIALS ADOPTION: PUBERTY – THE WONDER YEARS

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, Ms. Melissa Cataldo, Christensen Elementary Teacher, and Ms. Sylemis Rivera, Harvard Elementary Teacher, presented Puberty – The Wonder Years for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

POLICY 2125: SEXUAL HEALTH EDUCATION

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Policy 2125: Sexual Health Education for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

PROCEDURE 2125P: SEXUAL HEALTH EDUCATION

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Procedure 2125P: Sexual Health Education as an information only item.

APPROVED OUT-OF-STATE STAFF TRAVEL REQUESTS

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

EXECUTIVE SESSION

Dr. Mendoza announced an executive session of the Board at 8:06 p.m. for approximately 30 minutes with no action to follow to review the performance of a staff member and discuss potential litigation in accordance with RCW 42.30.110 and Board Policy 1410: Executive or Closed Sessions. Dr. Mendoza reconvened the meeting at 8:52 p.m.

ADJOURNMENT

Dr. Mendoza announced that the next regular meeting of the Board of Directors will be held on Tuesday, June 21, 2022, beginning at 7 p.m. The meeting will be held remotely or at Franklin Pierce High School depending on current public health and open public meeting regulations.

There being no further business to transact, the meeting adjourned at 8:53 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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

Board directors and audience attended in-person at
Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

June 13, 2022

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the special meeting to order at 6:05 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors gathered with elementary and district administrators to discuss the 2021-2022 school improvement emphases and processes in Franklin Pierce elementary schools by reflecting on this year's goals and outcomes.

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:30 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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

Board directors and audience attended in-person at
Franklin Pierce High School Cafeteria, 11002 18th Avenue East, Tacoma, WA 98445.

June 14, 2022

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the special meeting to order at 6:07 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors gathered with secondary and district administrators to discuss the 2021-2022 school improvement emphases and processes in Franklin Pierce secondary schools by reflecting on this year's goals and outcomes. Secondary students and families joined the Board and administrators to share their experiences with the schools, access to services, safety and security, student/family voice, and relationships.

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 8:15 p.m.

Secretary of the Board

President of the Board

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 21, 2022
SUBJECT: Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE	REASON
Dietzen, Tara	Teacher	Franklin Pierce / Washington	08/22/2022	Growth
Harro, Danielle	Teacher	James Sales	08/22/2022	Replacement
Herron, Luke	Custodian	Ford	06/14/2022	Replacement
Johnson, Jordan	Teacher	Collins	08/22/2022	Replacement
Zavaleta Berdeja, Ulises	Teacher	Franklin Pierce	08/22/2022	Replacement

TERMINATIONS

NAME	POSITION	LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Bamford, Dale	Teacher	Franklin Pierce	08/23/2021	08/31/2022	Resignation
Beach, Gregory	Data / Application Analyst	IT	10/07/2019	06/02/2022	Resignation
Bushey, Samuel	Paraeducator	Ford	11/27/2017	08/31/2022	Resignation
Castellano, Zachary	Paraeducator	GATES	09/08/2014	08/31/2022	Resignation
Dyer, Katelin	Teacher	Central Avenue	08/31/2020	08/31/2022	Resignation
Farrow, Cassandra	Teacher	Brookdale	08/23/2021	08/31/2022	Resignation
Hight, Rachel	District Mentor	Admin	01/22/2008	08/31/2022	Resignation
Parrett, Aldonza	Paraeducator	Harvard	03/18/2016	08/31/2022	Resignation
Perry, Andrea	Paraeducator	Christensen	10/24/2016	08/31/2022	Resignation
Reyes, Kaitlyn	Teacher	Christensen	08/31/2020	05/31/2022	Resignation
Riggle, Brian	Teacher	Washington	08/25/2014	07/31/2022	Resignation
Shirer, Dugan	Teacher	Franklin Pierce	08/19/2019	08/31/2022	Resignation
Yarina, Deena	Teacher	Brookdale	08/25/2014	08/31/2022	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS POSITION / LOCATION	EFFECTIVE DATE	NEW POSITION / LOCATION	REASON
Chou, Sou-Chen	Custodian / Ford	06/06/2022	Custodian / Keithley	Reassignment
Filisi, Britta	Temp Custodian / Franklin Pierce	06/06/2022	Custodian / Franklin Pierce	Promotion
Watts, Michaela	Payroll Supervisor / Business Services	06/20/2022	Data/Applications Analyst / Information Technology	Reassignment

LEAVES OF ABSENCE

NAME	POSITION / LOCATION	LEAVE TYPE	LEAVING	RETURNING
Rogers, Katherine	Teacher / Keithley	1.0 General	06/21/2022	09/01/2023
Wedde, Sienna	Teacher / Washington	1.0 General	06/21/2022	09/01/2023
Wright, Rejie	Teacher / Washington	1.0 General	06/21/2022	09/01/2023

SPECIAL ACTIONS

NAME	POSITION / LOCATION	REASON
Hauenstein, Jordan	Full-Time Custodial Sub	Change new hire location to Support Services



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning
DATE: June 21, 2022
SUBJECT: Core Instructional Materials Adoption: *Puberty: The Wonder Years*

BACKGROUND INFORMATION

On May 23, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Puberty: The Wonder Years Grades 4-5***
Publisher: **Puberty Curriculum**
Published: **2015**
Authors: **Wendy L Sellers, RN, MA, CPC**

Puberty: The Wonder Years is the new, current, teacher-friendly curriculum for grades 4-5 that helps teach students healthy relationship skills, increasing the connections with peers and adults that keep students in school. This curriculum meets the required content guidelines for grades 4-5: HIV/STD Prevention, Human Growth and Development, Healthy Relationships, and Consent and Bystander Intervention.

RECOMMENDATION

I move that the Board of Directors adopt the core instructional materials, *Puberty: The Wonder Years Grades 4-5*.

ACTION REQUIRED



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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: June 21, 2022
SUBJECT: Policy 2125: Sexual Health Education

BACKGROUND INFORMATION

Board Policy 2125: Sexual Health Education is updated to reflect 2020 updates to the Healthy Youth Act of 2007 (RCW 28A.300.475). Updates define requirements for grades K-3 (social emotional learning) and 4-12 (sexual health education). Guidelines for content, instructional materials, parent rights, and district reporting are addressed.

RECOMMENDATION

I move that the Board of Directors adopt revised Board Policy 2125: Sexual Health Education.

ACTION REQUIRED

SEXUAL HEALTH EDUCATION

The Franklin Pierce Board of Directors has determined that all students will be provided instruction in comprehensive sexual health education consistent with state law.

In grades K-3 instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the district to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the [*Guidelines for Sexual Health Information and Disease Prevention*](#) developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, including or providing electronic access, will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Legal References:	RCW 28A.300.475	Medically accurate sexual health education — Curricula — Participation excused — Parental review
	RCW 28A.600.480(2)	Reporting of harassment, intimidation, or bullying — Retaliation prohibited — Immunity
	WAC 392-410-140	Sex health education – Definition – Optional course or subject matter – Excusal of students



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: June 21, 2022
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: ASB/Leadership, FPHS

Destination: Randle, WA

Purpose: Summer Leadership Camp

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

RECOMMENDATION

I move that the Board of Directors approve the overnight field trip travel request with Franklin Pierce High School ASB/Leadership students.

ACTION REQUIRED

FRANKLIN PIERCE SCHOOLS

APPLICATION FOR OVERNIGHT FIELD TRIP WITH STUDENTS

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

Date of Application: _____

School: _____

Name of Teacher/Advisor/Travelers: _____

Class/Group: _____

How many students will be attending?: _____

How many adults will provide supervision? _____

Conference Name/Activity: _____

Destination (City, State): _____

Departure Date: _____

Departure Time: _____

Return Date: _____

Estimated Return Time: _____

Method of Transportation: _____

Educational Objective(s): _____

Describe activities planned for trip: _____

ESTIMATED TRAVEL COSTS

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

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



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: June 21, 2022
SUBJECT: Resolution 22-R-12: 2022-2023 Budget

BACKGROUND INFORMATION

The fiscal year 2022-2023 budget for all funds, four-year budget plan summary, and four-year enrollment projection is complete and ready for adoption. RCW 28A.505.060 specifically requires school board action to fix and adopt the annual budget, four-year budget plan and four-year enrollment projection. The proposed 2022-2023 budget for Franklin Pierce Schools is for the General Fund, Associated Student Body Fund, Debt Service Fund, Capital Projects Fund and Transportation Vehicle Fund.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 22-R-12, approving the fiscal year 2022-2023 budget, four-year budget plan, and four-year enrollment projection for Franklin Pierce Schools.

ACTION REQUIRED

RESOLUTION 22-R-12 **2022-2023 BUDGET**

WHEREAS, in compliance with the provisions of WAC 392-123-078 and 079, the Board of Directors of the Franklin Pierce School District No. 402 has completed a Budget for the 2022-2023 year, and

WHEREAS, said Budget, four-year budget plan, and any proposed changes to uses of enrichment funding have been advertised for the public meeting and adopted in accordance with RCW 28A.505.050; and

WHEREAS, said Budget, the four-year budget plan summary and the four-year enrollment projection were fixed and determined by each fund in accordance with RCW 28A.505.060 and

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Franklin Pierce School District No. 402, Pierce County, Washington, has determined that the final appropriation level of expenditures for each fund in 2022-2023 will be as follows:

A. General Fund	\$ 157,200,441
B. Associated Student Body Fund	\$ 731,950
C. Debt Service Fund	\$ 9,913,277
D. Capital Projects Fund	\$ 25,613,950
E. Transportation Vehicle Fund	\$ 2,301,186

Budget Plan Summary:

2022-2023 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$12,000,000	\$450,000	\$3,322,223	\$16,000,000	\$858,905
Revenues	\$154,607,831	\$734,750	\$10,677,700	\$11,182,226	\$1,865,515
Expenditures	\$157,200,441	\$731,950	\$9,913,277	\$25,613,950	\$2,301,186
Ending Fund Balance	\$9,407,390	\$452,800	\$4,086,646	\$1,568,276	\$423,234

2023-2024 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$9,407,390	\$452,800	\$4,086,646	\$1,568,276	\$423,234
Revenues	\$145,045,020	\$700,000	\$10,200,000	\$3,500,000	\$450,000
Expenditures	\$143,079,707	\$725,000	\$10,162,600	\$3,500,000	\$450,000
Ending Fund Balance	\$11,372,703	\$427,800	\$4,124,046	\$1,568,276	\$423,234

2024-2025 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$11,372,703	\$427,800	\$4,124,046	\$1,568,276	\$423,234
Revenues	\$140,460,205	\$700,000	\$10,500,000	\$4,000,000	\$450,000
Expenditures	\$145,466,301	\$725,000	\$10,447,725	\$4,000,000	\$450,000
Ending Fund Balance	\$6,366,607	\$402,800	\$4,176,321	\$1,568,276	\$423,234

2025-2026 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$6,366,607	\$350,000	\$2,197,913	\$1,568,276	\$915,694
Revenues	\$143,892,359	\$700,000	\$10,800,000	\$4,500,000	\$450,000
Expenditures	\$146,900,627	\$725,000	\$10,711,975	\$4,500,000	\$450,000
Ending Fund Balance	\$3,358,339	\$325,000	\$2,285,938	\$1,568,276	\$915,694

Average Annual Full-Time Equivalent (AAFTE) Enrollment Projections:

2022-2023 AAFTE	7,370
2023-2024 AAFTE	7,381
2024-2025 AAFTE	7,394
2025-2026 AAFTE	7,420

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, June 21, 2022.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board

Engage Their Minds



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: June 21, 2022
SUBJECT: 2022-2025 Superintendent's Contract

BACKGROUND INFORMATION

The Board of Directors has received and reviewed a copy of the proposed superintendent's contract for the period of July 1, 2022 through June 30, 2025.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2025 Superintendent's Contract.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: June 21, 2022
SUBJECT: Core Instructional Materials Adoption: *Braiding Sweetgrass*

BACKGROUND INFORMATION

On June 13, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants***
Publisher: **Milkweed Editions**
Published: **2015**
Author: **Robin Wall Kimmerer**

This text will be the primary literary resource for the new course, Food Justice in Action.

Braiding Sweetgrass is a collection of non-fiction essays that explores the relationships and community between indigenous knowledge systems and western science. Themes in the essays include reciprocity, adaptation, and celebration, centering, and acknowledgment of indigenous knowledge in the ongoing climate crisis.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: June 21, 2022
SUBJECT: Core Instructional Materials Adoption: *The Cultural Landscape, 13th Edition*

BACKGROUND INFORMATION

On June 13, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***The Cultural Landscape: An Introduction to Human Geography, 13th Edition***
Publisher: **Pearson**
Published: **2020**
Author: **James Rubenstein**

The Cultural Landscape is a newer edition of what is currently used for AP Human Geography which is 11 years old. The 13th edition materials include more updated text, digital platform, as well as teacher/student workbook.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: June 21, 2022
SUBJECT: Core Instructional Materials Adoption: *Understanding Music: Past and Present*

BACKGROUND INFORMATION

On June 13, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Understanding Music: Past and Present***
Publisher: **University of North Georgia Press**
Published: **2015**
Authors: **Clark, Heflin, Kuball, and Kramer**

This core text is for a new course, History of Classical Music.

Understanding Music: Past and Present is needed for instruction, so students have a book that is chronologically and historically based and contains vetted research from highly qualified music educators and researchers. The online book for educators has online links to demonstrate musical concepts and styles, so students get a full sensory approach to learning. Students can read, hear, and see various facets of music appreciation.

<https://ung.edu/university-press/books/understanding-music-past-and-present.php>

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: June 21, 2022
SUBJECT: Supplemental Instructional Materials Adoption: Ethnic Studies II

BACKGROUND INFORMATION

Ethnic Studies II is a new course available to seniors who have previously completed Ethnic Studies I.

On June 13, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title	Author/Publisher
<i>The Color of Law: The Forgotten History of How Our Government Segregated America</i> (2017)	Richard Rothstein
<i>We Are Water Protectors</i> (2020)	Carole Lindstrom
<i>Symbols of Resistance</i> (2017 – Film)	The Freedom Archives
<i>White Like Me: Reflections on Race from a Privileged Son</i> (2011)	Tim Wise
<i>Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race</i> (2017)	Beverly Daniel Tatum
<i>Savage Inequalities: Children in America's Schools</i> (1991)	Jonathan Kozol

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: June 21, 2022
SUBJECT: Supplemental Instructional Materials Adoption: Washington State History

BACKGROUND INFORMATION

On June 13, 2022, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Washington State History teachers identified several areas of the current textbook that had extreme deficiencies in content and lacked necessary diverse perspectives. These digital Open Educational Resources (OER) items are intended to supplement and extend the lacking areas in the textbook.

Title	Author or Publisher
Japanese Internment Camp CBA Resources – Teacher collections	OSPI
Japanese Internment Artifact Stations – Teacher collections	
Ugly History: Japanese American Incarceration Camps - Densho TED-Ed	TED-Ed
Introduction to WWII Incarceration - Densho: Japanese American Incarceration and Japanese Internment	Densho
Fish Wars Teacher Resource on Native American Fishing Rights (si.edu)	Native Knowledge 360
The Impact of Hanford Nuclear Reservation on Pacific Northwest Tribes	OSPI
Primarily Washington: Washington's Gateway to Pacific Northwest Primary Source Materials for Teachers and Students OER Commons	Joshua Parker, WA OER
Tribal Perspectives on American History in the Northwest Teacher Guide for 7th-12th Grades (www.k12.wa.us)	Prepared by: Various
OER Commons Copy (Part 1) - Google Docs	Regional Learning Project, MT, via OSPI
Puyallup Tribal Language - Cushman Boarding School	The Puyallup Tribe
Food & Culture of Pacific Northwest Natives OER Commons	Native Knowledge 360

Bracero Program: Crossing the Border to a New Life by History Day Award Winner Cameron Holt - HistoryLink.org	Library of Congress
1942: Bracero Program - A Latinx Resource Guide: Civil Rights Cases and Events in the United States - Research Guides at Library of Congress (loc.gov)	Library of Congress
The Bracero Program (unco.edu)	Library of Congress
Center for the Study of the Pacific Northwest (washington.edu)	Matthew W. Klinge, UW

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Director of Teaching and Learning Services
DATE: June 21, 2022
SUBJECT: Policy 2413: Equivalency Credit Opportunities

BACKGROUND INFORMATION

The proposed updated Policy 2413 establishes equivalency credit as a concept beyond just CTE and provides language for recognizing student experiences outside of school, across subjects.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

EQUIVALENCY CREDIT OPPORTUNITIES

I. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be developed with or submitted to a district-designated team, with final approval from the Executive Director of Teaching & Learning.

A district review team will include a teaching and learning department administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course (as needed), a school counselor, and a content-area representative leader from the teaching and learning department. The team will identify appropriate content area standards that will form the basis for analysis and planning.

The proposal shall include the following elements:

- a) Name of program or planned learning experience;
- b) Objectives of the program or planned learning experience;
- c) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- d) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1) and WAC 180-51-051);
- e) Content outline of the program and/or major learning activities and instructional materials to be used as they align with learning standards;
- f) Description of how student performance will be assessed;
- g) Qualifications of instructional personnel;
- h) Plans for evaluation of program;
- i) Timeline for completion of learning activities and submission of evidence of student performance; and
- j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.

II. Career and Technical Education Courses Provided by the District

As of September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the Superintendent of Public Instruction under RCW 28A.700.070.

A district review team will include the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards; and
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

III. Mastery/Competency-Based Credits

Students may obtain mastery-based credit in the content areas of the Arts, English Language Arts, Mathematics, Health and Physical Education, Science, Social Studies, and World Language in accordance with Board Policies 2402 – 2409. Options for obtaining mastery-based credit may include passing a Washington State Assessment or assessment alternative, passing a locally created written or oral assessment or demonstration, successful completion of a next higher-level course, and/or designated equivalency credit opportunities outside of school.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

IV. Computer Science Courses

Advanced Placement Computer Science courses will be approved as equivalent to high school mathematics or science and may be used by a student to meet math or science graduation requirements. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

The district may award academic credit for computer science to students based on student completion of a mastery/competency examination reviewed by the Office of the Superintendent of Public Instruction (OSPI) for alignment with the state learning standards for computer science or mathematics and course equivalency requirements adopted by OSPI.

V. Courses Taken before Attending High School

The district will award high school credit for courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the Board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Legal References: Laws of 2019, ch. 180, §2 High school computer science course – Availability – Competency testing

RCW 28A. 230.010

Course content requirements – Access to career and technical course equivalencies – Duties of school boards of directors - Waivers

RCW 28A.230.097

Career and technical high school course equivalencies

RCW 28A.230.120

High school diplomas – Issuance – Option to receive final transcripts – Notice

WAC 180-51
WAC 392-410

High school graduation requirements
Courses of study and equivalencies

EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

- A. Aligned with the state's essential academic learning requirements and grade level expectations; and
- B. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

Legal References:	RCW 28A.230.097	Career and technical high school course equivalencies
	RCW 28A.230.120	High School Diplomas – Issuance- Option to receive final transcripts – Notice
	WAC 180-51	High School Graduation Requirements
	WAC 392-410	Courses of Study and Equivalencies



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: June 21, 2022
SUBJECT: Set of Policies Related to Mastery-Based Credit

BACKGROUND INFORMATION

This set of FP policy and procedure updates expand the ways students can earn mastery-based credit.

New policies 2402, 2403, 2404, 2405, 2406, 2407, and 2409; and their companion procedures, replace current FP Policy 2409 and Procedure 2409P, to establish mastery-based credit options in each content area.

RECOMMENDATION

None.

ACTION REQUIRED

None. These policies are being presented for first reading.

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

The Board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The Board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051
RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit
High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

MATH MASTERY-BASED CREDIT

The Board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

High school credit — Definition
Procedure for granting students mastery-based credit

RCW 28A.230.090

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

SCIENCE MASTERY-BASED CREDIT

The Board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of mastery/proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

SOCIAL STUDIES MASTERY-BASED CREDIT

The Board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of mastery/proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

THE ARTS MASTERY-BASED CREDIT

The Board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of mastery/proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated mastery/proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

The Board recognizes the value of providing students health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in health and physical education to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

WORLD LANGUAGE MASTERY-BASED CREDIT

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online, or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read, and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

As described in the procedures, the district will award world language credits to students based on demonstrated mastery/proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References: WAC 180-51-050
WAC 180-51-051

RCW 28A.230.090

High school credit — Definition
Procedure for granting students mastery-based credit

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: 7/05/22
Franklin Pierce Schools
Revised:
Classification: Encouraged

CREDIT FOR COMPETENCY/PROFICIENCY

The Board of Directors of Franklin Pierce Schools recognizes the value of providing students with a variety of ways to demonstrate proficiency of graduation requirements. 1.0 credit is equivalent to 150 hours of planned instructional activities, excluding class-change passing time. In addition to work-based learning, alternative learning experiences, and online courses of study, students may also earn credit upon satisfactory demonstration of clearly identified competencies in lieu of the 150-hour requirement for the 1.0 credit.

The superintendent is directed to develop procedures for awarding credits to students based on demonstrated proficiency of clearly identified competencies in specific course areas.

In addition, the superintendent is directed to set a fee schedule for necessary assessments to establish proficiency.

Legal References: WAC 180-51-050

High school credit-Definition

RCW 28A.230.090(4)(5)

High school graduation requirements or
equivalencies

Adoption Date: 9/9/14
Franklin Pierce Schools
Revised:
Classification: Priority



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: June 21, 2022
SUBJECT: Set of Procedures Related to Mastery-Based Credit

BACKGROUND INFORMATION

A set of FP policy and procedure updates expand the ways students can earn mastery-based credit.

New procedures 2402P, 2403P, 2404P, 2405P, 2406P, 2407P, and 2409P; and their companion policies, replace current FP Policy 2409 and Procedure 2409P, to establish mastery-based credit options in each content area.

RECOMMENDATION

None.

ACTION REQUIRED

None. These procedures are information items only.

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Washington State Assessments and State-Approved Alternatives

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to one (1) credit in Freshman or Sophomore English Language Arts following a failed or incomplete English Language Arts course if the student scores a level 2 on the Smarter Balanced assessment in English Language Arts.
- The student may recover up to two (2) credits in Freshman and Sophomore English Language Arts following a failed or incomplete English Language Arts course if the student meets or exceeds standard (scores a level 3 or 4) on the Smarter Balanced assessment in English Language Arts.
- The student receiving special education services and accessing off-grade level assessment options may recover up to one (1) credit in Freshman or Sophomore English Language Arts credit following a failed or incomplete English Language Arts course if the student scores a level 3 or 4 on the off-grade level English Language Arts assessment.
- The student may recover one (1) English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the English Language Arts graduation requirement.

General Education Development Test

Students may obtain one (1) English Language Arts credit for achieving a passing score on a general education development test in English Language Arts. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Successful Completion of a Course to Prepare for the General Education Development Test

Students may receive credits for successfully completing a course or courses in preparation for taking a general education development test.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Mastery-based credit is available for Freshman English, Sophomore

English, Junior English/Bridge to College English Prep if the student achieves a C or higher grade in the next-higher level course.

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.



MATH MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Washington State Assessments and State-Approved Alternatives

- The student may recover up to one (1) credit for failed or incomplete Algebra and/or Geometry if the student scores a level 2 on the Smarter Balanced assessment in Mathematics.
- The student may recover up to two (2) credits for failed or incomplete Algebra and/or Geometry if the student meets or exceeds standard (scores a level 3 or 4) on the Smarter Balanced assessment in Mathematics.
- The student receiving special education services and accessing off-grade level assessment options may recover up to one (1) credit for failed basic mathematics credit if the student scores a level 3 or 4 on the off-grade level Mathematics assessment.
- The student may recover one (1) Mathematics credit following failed or incomplete Algebra or Geometry credit if the student meets standard on another approved state alternative that meets the Mathematics graduation requirement.

General Education Development Test

Students may obtain one (1) math credit for achieving a passing score on a general education development test in math. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Successful Completion of a Course to Prepare for the General Education Development Test

Students may receive credits for successfully completing a course or courses in preparation for taking a general education development test.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Mastery-based credit is available for Algebra I 1 (first semester) (0.5) and Algebra II 1 (first semester) (0.5) if the student achieves a passing grade in the second semester of the course.

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

DRAFT

SCIENCE MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Washington State Assessments and Assessment Alternatives

The student may recover one-half (0.5) science credit following a failed or incomplete science course if the student meets standard on a state assessment in science.

The student may recover one (1.0) credit in Biology if the student earns a 2 or higher on the AP Biology or AP Environmental Science exam.

General Education Development Test

Students may obtain one (1) science credit for achieving a passing score on a general education development test in science. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Successful Completion of a Course to Prepare for the General Education Development Test

Students may receive credits for successfully completing a course or courses in preparation for taking a general education development test.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Mastery-based credit is available for:

- Chemistry 1 (first semester) (0.5) if the student achieves a grade of C or higher in the second semester of the course.
- Physical Science 1 (first semester) (0.5) if the student achieves a grade of C or higher in Physics.
- Physical Science 1, 2 (1.0) if the student achieves a grade of C or higher in Advanced Physical Science (1.0).
- Biology (1.0) if the student achieves a grade of C or higher in Advanced Biology, AP Biology or AP Environmental Science, or achieves a grade of B or higher in Principles of Biomedical Science or ECO System Design.

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Students successfully completing the MultiCare Nurse Camp may receive half (0.5) credit in Biology.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

DRAFT

SOCIAL STUDIES MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

General Education Development Test

Students may obtain one (1) social studies credit for achieving a passing score on a general education development test in social studies. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Successful Completion of a Course to Prepare for the General Education Development Test

Students may receive credits for successfully completing a course or courses in preparation for taking a general education development test.

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: 7/05/22

Revised:

THE ARTS MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Mastery-based credit is available for:

- Beginning Pottery (0.5) if the student achieves a grade of C or higher in Advanced Pottery
- Beginning Glass Art (0.5) if the student achieves a grade of C or higher in Advanced Glass Art
- Beginning Digital Photography (0.5) if the student achieves a grade of C or higher in Advanced Digital Photography

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: 7/05/22

Revised:

HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course.

Mastery-based credit is available for Principles of Biomedical Science 1 (first semester) (0.5) if the student achieves a grade of C or higher in Biomedical Science 2 (second semester).

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Physical Education Excusals

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in knowledge of physical education because of excusal from participating in physical education on account of physical disability, employment, religious belief, or because of participation in directed athletics or military science or for other good cause.

1. First 0.5 PE credit

The student must meet proficiency/mastery of at least 36 points on the OSPI developed fitness assessment: Concepts of Health and Fitness.

2. Second 0.5 PE credit

The student must meet proficiency/mastery of at least 12 points on the OSPI developed fitness assessment: Fitness Planning.

Adoption Date: 7/05/22

Revised:

WORLD LANGUAGE MASTERY-BASED CREDIT

Definition

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

Demonstrating Mastery/Proficiency in a World Language

Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Washington State Assessments and State-Approved Alternatives

In alignment with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, students may obtain world language credit for achieving a passing score on a world language proficiency test. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Successful Completion of Next Higher-Level Course

- Credit may be awarded for a semester course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Mastery-based credit is available for semester credit (0.5) in world language courses if the student achieves a grade of C or higher in the subsequent semester of the course. (ex. Spanish 1, where the student earns a C or better in Spanish 2).
- Credit may be awarded for Spanish 1 & 2 and Spanish 3 & 4 when the student achieves a grade of C or higher in Spanish for Heritage Speakers 1 & 2 or Spanish 5 & 6. (In order to be placed into a Heritage Spanish 1 & 2 class or a Spanish 5 & 6 class, a student must show proficiency through an interview with a certificated teacher or counselor.)

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Assessment Options

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency

Guidelines to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

- Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
- American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.language-testing.com>).
- Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
- For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.
- OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.

Determining Mastery and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

- Novice Mid – 1 credit (Carnegie Unit)
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments will be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. To the extent that the district can absorb the cost, fees may be waived or reduced for students based on financial need. The USDA Child Nutrition Program guidelines will be used to determine qualifications for waivers or reductions.

Parents/guardians will be informed of the availability of any fee waivers or reductions.

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

CREDIT FOR COMPETENCY/PROFICIENCY

1.0 credit is equivalent to 150 hours of planned instructional activities, excluding class-change passing time. A Carnegie unit (ISO/50-minute hours) is required unless a waiver process has occurred. In addition to work-based learning, alternative learning experiences, and online courses of study, students may also earn credit upon satisfactory demonstration of clearly identified competencies in lieu of the 150-hour requirement for the 1.0 credit. As competencies for courses are developed, students will be notified annually about procedures involved in obtaining credit. Such notification will include, but not be limited to, publication in the Course Description/Registration Catalog.

A. World Languages

Definition: According to the definition used by the Higher Education Coordinating Board, a world language is "[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable."

Demonstrating Proficiency in a World Language

The district will manage an assessment process so that high school students seeking proficiency-based credit can demonstrate proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

- Standards-based Measurement of Proficiency (STAMP) or ALTA Language Services in reading, writing, and speaking (and listening, if available) for all languages for which it is available;
- For languages for which STAMP is not available, the American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT);
- Appropriate assessments for American Sign Languages, such as the Sign Language Proficiency Interview (SLPI); or
- For languages that do not currently have a nationally available proficiency-based assessment, the department may work with local language communities to conduct a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

Determining Competency and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

- Novice Mid - 1 credit
- Novice High - 2 credits
- Intermediate Low - 3 credits
- Intermediate High - 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Offering Testing Opportunities

The district will manage an assessment process so that high school students have an annual opportunity to take or retake the assessment(s) required to demonstrate proficiency. Assessments will be offered in a proctored setting with appropriate technology.

Paying for Assessments

Fees will be charged to pay for test administration costs for which revenues are not otherwise provided. To the extent that the district can absorb the cost, fees may be waived or reduced for students based on financial need. The USDA Child Nutrition Program guidelines will be used to determine qualifications for waivers or reductions.

Parents/guardians will be informed of the availability of any fee waivers or reductions.

Informed Consent

A signed permission slip will be required for students to take the assessment and be granted credit.

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. Credits will be awarded with a grade of "Pass."

B. Washington State Assessments and State-Approved Alternatives

Students who demonstrate proficiency on Washington State assessments or other state-approved alternative assessments may be awarded up to two credits based on the level of proficiency as outlined in the table below. Credit cannot be applied when students successfully completed the course in the classroom.

Student tested Spring 2018 and beyond:

Exam	Exam Criteria	Transcript Guidelines	Grade Earned
Smarter Balanced ELA	Level 2 (2548+),	Up to 1.0 credit for failed 9 th or 10 th grade English credit	Pass
	Level 3 or 4	Up to 2.0 credit for failed 9 th or 10 th grade English credit	
Smarter Balanced Math	Level 2 (2595+),	Up to 1.0 credit for failed Algebra or Geometry credit	Pass
	Level 3 or 4	Up to 2.0 credits for failed Algebra or Geometry Credit	
SAT w/ Essay Exam Cut Scores	Math	Up to 1.0 credit for failed Algebra or Geometry credit	Pass
	ELA	Up to 1.0 credit for failed 9 th or 10 th grade English credit	
ACT w/ Writing Exam Cut Scores	Math	Up to 1.0 credit for failed Algebra or Geometry credit	Pass

ACT w/ Writing Exam Cut Scores (cont.)	ELA	Up to 1.0 credit for failed 9 th or 10 th grade English credit	Pass
	Science	TBD	TBD
Advanced Placement Exam	Score of 3+	Up to 1.0 credit per failed AP course by corresponding exam	Pass
WCAS	TBD	TBD (September 2018)	TBD

Students receiving special education services and alternative testing options (Off-Grade Level or at Basic Level) may be awarded up to 1.0 credits for proficiency as outlined in the table below.

Exam		Exam Criteria	Transcript Guidelines	Grade Earned
Smarter Balanced ELA		Level 2 Basic	Up to 1.0 credit for failed 9 th or 10 th grade English credit	Pass
Smarter Balanced Math		Level 2 Basic	Up to 1.0 credit for failed Algebra or Geometry credit	Pass
Off-Grade Level	SBA ELA	Level 3 or 4	Up to 1.0 credit for failed 9 th or 10 th grade basic English credit	Pass
	SBA Math	Level 3 or 4	Up to 1.0 credit for failed basic math credit	Pass
	WCAS	TBD	TBD	TBD

Students tested Fall 2017 and prior:

Exam		Exam Criteria	Transcript Guidelines	Grade Earned
Smarter Balanced ELA		Level 2 (2548+)	Up to 1.0 credit for failed 9 th or 10 th grade English credit	Pass
		Level 3 or 4	Up to 1.0 credit for failed 9 th , 10 th , 11 th , or 12 th grade English credit.	
Smarter Balanced Math		Level 2 (2595+)	Up to 1.0 credit for failed Algebra or Geometry credit	Pass
		Level 3 or 4	Up to 2.0 credits for failed Algebra or Geometry Credit	
SAT w/ Essay Exam Cut Scores	Math		Up to 1.0 credit for failed Algebra or Geometry credit	Pass
	ELA		Up to 1.0 credit for failed 9 th or 10 th grade English credit	
ACT w/ Writing Exam Cut Scores	Math		Up to 1.0 credit for failed Algebra or Geometry credit	Pass
	ELA		Up to 1.0 credit for failed 9 th or 10 th grade English credit	
	Science (biology)		Up to 1.0 credit for non-lab science	

COE	Math		Up to 1.0 credit for failed Algebra or Geometry credit	Pass
	ELA		Up to 1.0 credit for failed 9 th or 10 th grade English credit	
	Science (biology)		Up to 1.0 credit for non-lab science	
EOC	Algebra	Level 3 or 4	Up to 1.0 credit for failed Algebra credit	Pass
	Geometry	Level 3 or 4	Up to 1.0 credit for failed Geometry credit	
	Biology	Level 3 or 4	Up to 1.0 credit for failed Biology credit	
Advanced Placement Exam		Score of 3+	Up to 1.0 credit per failed AP course by corresponding exam	Pass

Students receiving special education services and alternative testing options (Off-Grade Level or at Basic Level) may be awarded up to 1.0 credits for proficiency as outlined in the table below.

Exam		Exam Criteria	Transcript Guidelines	Grade Earned
Smarter Balanced ELA		Level 2 Basic	Up to 1.0 credit for failed 9 th or 10 th grade English credit	Pass
Smarter Balanced Math		Level 2 Basic	Up to 1.0 credit for failed Algebra or Geometry credit	Pass
EOC	Algebra	Level 2 Basic	Up to 1.0 credit for failed Algebra credit	Pass
	Geometry	Level 2 Basic	Up to 1.0 credit for failed Geometry credit	
	Biology	Level 2 Basic	Up to 1.0 credit for failed Biology credit	
Off-Grade Level	SBA ELA	Level 3 or 4	Up to 1.0 credit for failed 9 th or 10 th grade basic English credit	Pass
	SBA Math	Level 3 or 4	Up to 1.0 credit for failed basic math credit	Pass
	MSP Science	Level 3 or 4	Up to 1.0 credit for non-lab science	Pass

C. Physical Education

Demonstrating Proficiency in Physical Education

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery proficiency in knowledge of physical education as a result of being excused from participating in physical education on account of physical disability, employment, religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

1. First 0.5 PE credit

The student must meet proficiency/mastery of at least 36 points on the OSPI developed fitness assessment: Concepts of Health and Fitness.

2. Second 0.5 PE credit

The student must meet proficiency/mastery of at least 12 points on the OSPI developed fitness assessment: Fitness Planning.

CURRENT

Date: 8/26/14

Revised: 6/13/17; 6/19/18; 6/15/21



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: June 21, 2022
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
7/17/22-7/20/22	Stephanie Disney, Jaime Fineman, Janelle Gard, Morgan Kullman, Marie Laban, Brixey Marzano, Kate Pascal, Jaci Washam, Amy Williams	Jostens Renaissance Global Conference <ul style="list-style-type: none">Orlando, FL	<ul style="list-style-type: none">Jostens and General and Medicaid Match Funds
9/30/22-10/06/22	Brooke Brown	Courageous Conversations <ul style="list-style-type: none">Washington, DC	<ul style="list-style-type: none">Title I