

Board of Directors

Regular Meeting July 5, 2022 Noon

This meeting will be held in the
Franklin Pierce JMAC Board Room
located at **315 129th Street South** in Tacoma, Washington.

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/86100344670?pwd=Rm1WU0VoVTJ3VitzcW4vVnVuMmhZdz09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 861 0034 4670 Password: FPRm070522

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 (kholten@fpschools.org or 253-298-3010)
by 3 p.m. on July 4, 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
July 5, 2022 – Noon**

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Webinar ID: 861 0034 4670 Password: FPRm070522

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 (kholtlen@fpschools.org or 253-298-3010) by 3 p.m. on July 4, 2022.

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

VI. Consent Agenda

- 1. Minutes: June 21, 2022 A
- 2. Audit of Expenditures: June 2022 B
- 3. Personnel Action C
- 4. Budget Status Reports: May 2022 D

VII. Unfinished Business

- 1. Core Instructional Materials Adoption: *Braiding Sweetgrass* E
- 2. Core Instructional Materials Adoption: *The Cultural Landscape* F
- 3. Core Instructional Materials Adoption: *Understanding Music Past and Present* G
- 4. Supplemental Instructional Materials Adoption: Ethnic Studies II H
- 5. Supplemental Instructional Materials Adoption: Washington State History I
- 6. Policy 2413: Equivalency Credit Opportunities J
- 7. Policies Related to Mastery-Based Credit: 2402-2407, 2409 K

VIII. New Business

- 1. College in the High School Programs – Central WA & Eastern WA Universities L
- 2. Resolution 22-R-13: 2025-2026 Budget Projection Amendment M
- 3. Out-of-Endorsement Assignments N

IX. Information

- 1. Procedure 1250P: Students on Governing Boards O
- 2. Approved Out-of-State Staff Travel Requests P

X. Executive Session – Superintendent’s Evaluation Q

XI. Adjournment

Next Meeting: August 16, 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).

- 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 kholten@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 892 5801 5875 – (253) 215-8782 or in-person at Franklin Pierce High School Corrigan Room, 11002 18th Avenue East, Tacoma, WA 98445.

June 21, 2022

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the special meeting to order at 6:01p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. Public Hearing: 2022-23 Budget
3. Submission of Superintendent's End-of-Year Report
4. Superintendent's Evaluation Rubrics
5. Debrief of Elementary and Secondary Roundtable Discussions

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:21 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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June 21, 2022

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the meeting to order at 7:26 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

22-M-66

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE BOARD

- Mr. Sablan commented on the Black Graduation and Kente Ceremony.
- Mr. Nerio commented on the high school graduation ceremonies.
- Dr. Mendoza commented on the high school graduation ceremonies.

ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY

Boston Chang and Lindsay Gade, Ford Middle School students, commented on the Washington YMCA Youth and Government experience.

CONSENT AGENDA

22-M-67

It was moved by Mr. Davis, 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 June 7, 2022; special meeting held June 13, 2022; and special meeting held June 14, 2022.

(2) Personnel Action

NEW HIRES

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

TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE	REASON
Bamford, Dale	Teacher	Franklin Pierce	08/31/2022	Resignation
Beach, Gregory	Data / Application Analyst	IT	06/02/2022	Resignation
Bushey, Samuel	Paraeducator	Ford	08/31/2022	Resignation
Castellano, Zachary	Paraeducator	GATES	08/31/2022	Resignation
Dyer, Katelin	Teacher	Central Avenue	08/31/2022	Resignation
Farrow, Cassandra	Teacher	Brookdale	08/31/2022	Resignation
Hight, Rachel	District Mentor	Admin	08/31/2022	Resignation
Parrett, Aldonza	Paraeducator	Harvard	08/31/2022	Resignation
Perry, Andrea	Paraeducator	Christensen	08/31/2022	Resignation
Reyes, Kaitlyn	Teacher	Christensen	05/31/2022	Resignation
Riggle, Brian	Teacher	Washington	07/31/2022	Resignation
Shirer, Dugan	Teacher	Franklin Pierce	08/31/2022	Resignation
Yarina, Deena	Teacher	Brookdale	08/31/2022	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	EFFECTIVE DATE	NEW POSITION / LOCATION	REASON
Chou, Sou-Chen	06/06/2022	Custodian / Keithley	Reassignment
Filisi, Britta	06/06/2022	Custodian / Franklin Pierce	Promotion
Watts, Michaela	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	REASON
Hauenstein, Jordan	Full-Time Custodial Sub	Change new hire location to Support Services

CORE INSTRUCTIONAL MATERIALS ADOPTION: PUBERTY – THE WONDER YEARS

22-M-68

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt the core instructional materials, *Puberty: The Wonder Years Grades 4-5*.

POLICY 2125: SEXUAL HEALTH EDUCATION

22-M-69

It was moved by Mr. Nerio, seconded by Mr. Davis, and unanimously passed that the Board of Directors adopt revised Board Policy 2125: Sexual Health Education.

OVERNIGHT FIELD TRIP TRAVEL REQUEST – FPHS ASB / LEADERSHIP

22-M-70

It was moved by Mr. Davis, seconded by Mr. Nerio, and unanimously passed that the Board of Directors approve the overnight field trip travel request with Franklin Pierce High School ASB / Leadership students.

RESOLUTION 22-R-12: 2022-2023 BUDGET

22-M-71

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed 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.

2022-2023 SUPERINTENDENT'S CONTRACT

22-M-72

It was moved by Mr. Nerio, seconded by Mr. Davis, and unanimously passed that the Board of Directors approve the 2022-2023 Superintendent's Contract.

CORE INSTRUCTIONAL MATERIALS ADOPTION: BRAIDING SWEETGRASS

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

CORE INSTRUCTIONAL MATERIALS ADOPTION: THE CULTURAL LANDSCAPE

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented *The Cultural Landscape: An Introduction to Human Geography, 13th Edition* for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

CORE INSTRUCTIONAL MATERIALS ADOPTION: UNDERSTANDING MUSIC: PAST AND PRESENT

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented *Understanding Music: Past and Present* for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS ADOPTION: ETHNIC STUDIES II

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented a list of Ethnic Studies II supplemental materials for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS ADOPTION: WASHINGTON STATE HISTORY

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented a list of Washington State History supplemental materials for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

POLICY 2413: EQUIVALENCY CREDIT OPPORTUNITIES

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Policy 2413: Equivalency Credit Opportunities for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

SET OF POLICIES RELATED TO MASTERY-BASED CREDIT

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented new policies 2402: English Language Arts Mastery-Based Credit, 2403: Math Mastery-Based Credit, 2404: Science Mastery-Based Credit, 2405: Social Studies Mastery-Based Credit, 2406: The Arts Mastery-Based Credit, 2407: Health and Physical Education Mastery-Based Credit, and revised Policy 2409: World Language Mastery-Based Credit for first reading. These items will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

SET OF PROCEDURES RELATED TO MASTERY-BASED CREDIT

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented new procedures 2402P: English Language Arts Mastery-Based Credit, 2403P: Math Mastery-Based Credit, 2404P: Science Mastery-Based Credit, 2405P: Social Studies Mastery-Based Credit, 2406P: The Arts Mastery-Based Credit, 2407P: Health and Physical Education Mastery-Based Credit, and revised Procedure 2409P: World Language Mastery-Based Credit as information only items.

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.

ADJOURNMENT

Dr. Mendoza announced that the next regular meeting of the Board of Directors will be held on Tuesday, July 5, 2022, beginning at noon. The meeting will be held remotely or at the Jo Anne Matson Administrative Center depending on current public health and open public meeting regulations.

There being no further business to transact, the meeting adjourned at 8:09 p.m.

Secretary of the Board

President of the Board



Franklin Pierce Schools

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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: July 5, 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 July 5, 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.

	Number	Amount	Date Issued
General Fund – Payroll	Direct Dep/Bank Fees	\$6,734,378.41	6/30/2022
	272539-272569	\$20,810.53	6/30/2022
	272570-272602	\$2,953,389.96	6/30/2022
General Fund – A/P	A/P Direct Deposit	\$867,815.32	6/15/2022
	272433-272524	\$951,321.56	6/30/2022
	A/P Direct Deposit	\$553,096.84	6/15/2022
	272603-272674	\$499,699.81	6/30/2022
Capital Projects	A/P Direct Deposit	\$496,481.43	6/15/2022
	272525-272530	\$541,816.53	6/30/2022
	A/P Direct Deposit	\$27,445.38	6/15/2022
	272675-272676	\$4,753.49	6/30/2022
ASB	A/P Direct Deposit	\$882.32	6/15/2022
	272531-272538	\$1,905.00	6/30/2022
	A/P Direct Deposit	\$32,822.33	6/15/2022
	272677-272680	\$960.00	6/30/2022
Trust	A/P Direct Deposit	\$2,327.12	6/30/2022

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: July 5, 2022
SUBJECT: Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE	REASON
Disney, JoDee	Teacher	Franklin Pierce	08/22/2022	Replacement
Gonzalez, Jessica	Family Support Specialist	Hewins ELC	08/25/2022	Replacement
Hendricks, Tia	Teacher	Central Avenue	08/22/2022	Replacement
Juves, Mario	Assistant Principal	Keithley	07/01/2022	Replacement
Luedeke, Lauren	Family Support Specialist	Hewins ELC	08/25/2022	Replacement
Maritz, Katherine	Teacher	Keithley	08/22/2022	Replacement
Masai, Takayuki	Teacher	Washington High	08/22/2022	Growth
Movrich, Jennie	School Teacher	Franklin Pierce	08/22/2022	Replacement
Newmann, Michael	Special Education Teacher	Franklin Pierce	08/22/2022	Replacement
Pratt, Megan	Teacher	Midland	08/22/2022	Replacement

TERMINATIONS

NAME	POSITION	LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Anderson, Kimberly	Teacher	Ford	08/25/2014	08/31/2022	Resignation
Apelu, Faataualofa	Paraeducator	Franklin Pierce	04/16/2018	08/31/2022	Resignation
Armstrong, Peggy	Paraeducator	Harvard	01/20/1998	08/31/2022	Resignation
Figueroa, Ada	Bilingual Family Liaison	K-12	02/28/2020	06/30/2022	Resignation
Houk, Melissa	Special Ed Teacher	Midland	08/22/2016	08/31/2022	Resignation
James, Devon	Teacher	Keithley	05/20/2019	08/31/2022	Resignation
Killingsworth, Christopher	Custodian	Franklin Pierce	02/28/2022	06/06/2022	Termination
Montgomery, Jazzmn	Paraeducator	Keithley	09/05/2022	08/31/2022	Resignation
Murphy, Jennifer	Teacher	Franklin Pierce	08/24/2010	08/31/2022	Resignation
Pearsall, Roxanne	Paraeducator	Brookdale	02/28/2022	08/31/2022	Resignation
Ray, Erin	Teacher	Midland	01/17/2019	08/31/2022	Resignation
Reynolds, Karen	Chief Custodian	Hewins ELC	09/03/1986	08/31/2022	Retirement
Tongedahl, Isaiah	Paraeducator	Elmhurst	10/14/2020	08/31/2022	Resignation
Vanderwood, Nicole	Teacher	Midland	08/23/2021	08/31/2022	Resignation

Weisenmiller, Beth	Teacher	GATES	08/19/2019	08/31/2022	Resignation
Weigand, Robin	FT Custodial Sub	Ford	03/28/2022	06/20/2022	Termination
Wolf, Gregory	Paraeducator	Franklin Pierce	10/26/2020	08/31/2022	Resignation
Yevchev, Yana	Paraeducator	Central Avenue	03/30/2022	08/31/2022	Resignation
Young, Scott	Warehouse Coordinator	Support Services	08/16/2005	07/19/2022	Retirement

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS POSITION & LOCATION	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Berggren, Christopher	Paraeducator / Washington	08/22/2022	Teacher / Washington	Promotion
Hillius, Kristin	Assistant Principal / Central Avenue	08/22/2022	MTSS Instructional Coach / Ford	Reassignment
Kasprzyk, Basia	Profession Technical Intern / Central Avenue	08/22/2022	Teacher / James Sales	Reassignment
Kitchen, Rachelle	Instructional Coach / Ford	08/22/2022	Program Specialist / Teaching & Learning Svcs	Promotion
Paz, Ramon	Dean of Students / Keithley	08/22/2022	CTE Specialist / College & Career Readiness	Promotion
Philpott, Jaclyn	Special Ed Teacher / Hewins ELC	08/22/2022	Program Specialist / Teaching & Learning Svcs	Promotion
Quill, Victoria	Teacher / Midland	08/22/2022	Teacher / Central Avenue	Reassignment



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: July 5, 2022
SUBJECT: Budget Status Reports, May 2022

Attached are the Budget Status Reports for all funds in May 2022.

General Fund

As of May 31, 2022, the ending fund balance was \$13,619,152. Property tax received was \$1,155,487 in May for a total revenue of \$10,213,222. Expenditures totaled \$10,650,527 with an excess of expenditures over revenues of \$437,305.

Capital Project Fund

As of May 31, 2022, the ending fund balance was \$22,456,980. Property tax received was \$186,995. Local income from interest and impact fees totaled \$17,611.

- **Expenditures:**
 - **Bond: \$809,266**
 - **Technology Levy: \$394,820**
 - General: \$396
 - Network Infrastructure: \$47,378
 - Security Cameras: \$4,770
 - New Computers: \$280,403
 - Admin Technology: \$37
 - Fiber: \$18,512
 - VOIP Charges: \$23,361
 - Other Software: \$1,544
 - Utilities: \$12,919
 - Bell & Clock: \$5,500

Debt Service Fund

Property tax collections in May totaled \$768,771 with ending fund balance of \$6,526,573. The June interest payment is coming up of \$2,903,850.

Associated Student Body Fund

Ending fund balance was \$495,549.

Transportation Vehicle Fund

Ending fund balance was \$957,137.

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 May, 2022

	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	14,380,077	1,155,487.21	15,376,121.51		996,044.51-	106.93
2000 LOCAL SUPPORT NONTAX	498,691	40,286.81	354,649.55		144,041.45	71.12
3000 STATE, GENERAL PURPOSE	75,095,502	3,833,238.08	49,675,098.70		25,420,403.30	66.15
4000 STATE, SPECIAL PURPOSE	23,833,298	1,258,083.43	15,755,285.06		8,078,012.94	66.11
5000 FEDERAL, GENERAL PURPOSE	85,000	6,661.45	67,284.85		17,715.15	79.16
6000 FEDERAL, SPECIAL PURPOSE	22,318,926	3,919,465.77	13,396,907.83		8,922,018.17	60.02
7000 REVENUES FR OTH SCH DIST	0	.00	676.15		676.15-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	125,000.00		125,000.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	136,211,494	10,213,222.75	94,751,023.65		41,460,470.35	69.56
<u>B. EXPENDITURES</u>						
00 Regular Instruction	68,933,176	5,173,045.48	44,618,315.68	15,104,414.85	9,210,445.47	86.64
10 Federal Stimulus	453,400	130,563.08	1,856,264.86	381,576.70	1,784,441.56-	493.57
20 Special Ed Instruction	21,409,576	1,623,807.85	14,639,034.64	5,517,192.08	1,253,349.28	94.15
30 Voc. Ed Instruction	3,722,389	416,240.14	3,300,962.62	1,083,731.36	662,304.98-	117.79
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,836,059	1,059,898.97	8,876,394.24	3,097,551.84	1,862,112.92	86.54
70 Other Instructional Pgms	804,484	58,237.59	551,142.16	168,432.31	84,909.53	89.45
80 Community Services	732,851	61,875.84	504,494.23	164,147.91	64,208.86	91.24
90 Support Services	30,471,731	2,126,858.99	19,815,818.07	7,085,739.03	3,570,173.90	88.28
<u>Total EXPENDITURES</u>	140,363,666	10,650,527.94	94,162,426.50	32,602,786.08	13,598,453.42	90.31
<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>	4,152,172-	437,305.19-	588,597.15		4,740,769.15	114.18-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	12,000,000		13,030,555.40			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	7,847,828		13,619,152.55			
<u>(E+F + OR - G)</u>						

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 May, 2022

	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	186,995.30	2,511,232.61		59,768.39	97.68
2000 Local Support Nontax	564,500	17,611.29	344,570.39		219,929.61	61.04
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	9,228,000	.00	58,363.48		9,169,636.52	0.63
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	166,950.00		166,950.00-	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	12,363,501	204,606.59	3,081,116.48		9,282,384.52	24.92
<u>B. EXPENDITURES</u>						
10 Sites	0	313,459.18	1,323,866.77	1,723,618.81	3,047,485.58-	0.00
20 Buildings	46,728,000	497,801.29	11,347,249.38	19,018,432.02	16,362,318.60	64.98
30 Equipment	4,400,000	394,820.96	3,504,573.17	1,720,211.49	824,784.66-	118.75
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	950.00	0.00	150.00	86.36
<u>Total EXPENDITURES</u>	51,129,100	1,206,081.43	16,176,639.32	22,462,262.32	12,490,198.36	75.57
<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-	1,001,474.84-	13,095,522.84-		25,670,076.16	66.22-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	42,222,687		35,552,503.24			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,457,088		22,456,980.40			
<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 May, 2022

	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	768,771.35	10,069,400.51		207,812.49	97.98
2000 Local Support Nontax	10,000	2,249.50	3,584.95		6,415.05	35.85
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>771,020.85</u>	<u>10,072,985.46</u>		<u>214,227.54</u>	<u>97.92</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,770,000	.00	3,770,000.00	0.00	.00	100.00
Interest On Bonds	5,882,700	.00	2,978,850.00	0.00	2,903,850.00	50.64
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>6,749,450.00</u>	<u>0.00</u>	<u>2,913,250.00</u>	<u>69.85</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>771,020.85</u>	<u>3,323,535.46</u>		<u>2,699,022.46</u>	<u>432.18</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>6,526,573.13</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 May, 2022

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 GENERAL STUDENT BODY	307,027	21,782.05	88,436.05		218,590.95	28.80
2000 ATHLETICS	206,700	7,772.96	116,629.17		90,070.83	56.42
3000 CLASSES	49,500	1,170.00	14,722.00		34,778.00	29.74
4000 CLUBS	136,300	4,656.00	30,533.45		105,766.55	22.40
6000 PRIVATE MONEYS	34,981	100.00	20,845.58		14,135.42	59.59
<u>Total REVENUES</u>	734,508	35,481.01	271,166.25		463,341.75	36.92
B. EXPENDITURES						
1000 GENERAL STUDENT BODY	320,707	15,518.74	47,908.49	0.00	272,798.51	14.94
2000 ATHLETICS	209,600	11,167.16	63,081.46	450.00	146,068.54	30.31
3000 CLASSES	47,600	289.48	11,757.58	300.00	35,542.42	25.33
4000 CLUBS	169,550	5,649.33	24,819.97	0.00	144,730.03	14.64
6000 PRIVATE MONEYS	16,500	65.57	9,189.17	0.00	7,310.83	55.69
<u>Total EXPENDITURES</u>	763,957	32,690.28	156,756.67	750.00	606,450.33	20.62
C. EXCESS OF REVENUES						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	29,449-	2,790.73	114,409.58		143,858.58	488.50-
D. TOTAL BEGINNING FUND BALANCE	350,000		381,139.83			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	320,551		495,549.41			
<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 May, 2022

	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	540.75	1,431.77		568.23	71.59
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>540.75</u>	<u>41,181.77</u>		<u>1,048,944.23</u>	<u>3.78</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>540.75</u>	<u>41,181.77</u>		<u>1,048,944.23</u>	<u>3.78</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	1,687,000	.00	.00	1,682,136.82	4,863.18	99.71
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>1,682,136.82</u>	<u>4,863.18</u>	<u>99.71</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>540.75</u>	<u>41,181.77</u>		<u>638,055.77</u>	<u>106.90-</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>957,137.33</u>			



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: July 5, 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

I move that the Board of Directors adopt the core instructional materials, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, for Food Justice in Action.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: July 5, 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

I move that the Board of Directors adopt the core instructional materials, *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*, for AP Human Geography.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: July 5, 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

I move that the Board of Directors adopt the core instructional materials, *Understanding Music: Past and Present*, for History of Classical Music.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: July 5, 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 (2017)</i>	Richard Rothstein
<i>We Are Water Protectors (2020)</i>	Carole Lindstrom
<i>Symbols of Resistance (2017 – Film)</i>	The Freedom Archives
<i>White Like Me: Reflections on Race from a Privileged Son (2011)</i>	Tim Wise
<i>Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race (2017)</i>	Beverly Daniel Tatum
<i>Savage Inequalities: Children in America's Schools (1991)</i>	Jonathan Kozol

RECOMMENDATION

I move that the Board of Directors adopt the supplemental materials listed above for the new Ethnic Studies II course.

ACTION REQUIRED



Franklin Pierce Schools

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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching & Learning Services
DATE: July 5, 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
<i>Tribal Perspectives on American History in the Northwest Teacher Guide for 7th-12th Grades (www.k12.wa.us)</i>	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

I move that the Board of Directors adopt the supplemental instructional materials listed above for Washington State History.

ACTION REQUIRED



Franklin Pierce Schools

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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Director of Teaching and Learning Services
DATE: July 5, 2022
SUBJECT: Policy 2413: Equivalency Credit Opportunities

BACKGROUND INFORMATION

The proposed updated Policy 2413: Equivalency Credit Opportunities establishes equivalency credit as a concept beyond just CTE and provides language for recognizing student experiences outside of school, across subjects. During final review of this policy revision, it was decided the phrase “determined by the Board” is unnecessary and will be removed prior to publication.

RECOMMENDATION

I move that the Board of Directors adopt revised Board Policy 2413: Equivalency Credit Opportunities.

ACTION REQUIRED

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	High school graduation requirements
WAC 392-410	Courses of study and equivalencies



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: July 5, 2022
SUBJECT: Set of Policies Related to Mastery-Based Credit

BACKGROUND INFORMATION

This set of FP policy and procedure updates expands 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.

RECOMMENDATIONS

- I move that the Board of Directors adopt new Board Policy 2402: English Language Arts Mastery-Based Credit.
- I move that the Board of Directors adopt new Board Policy 2403: Math Mastery-Based Credit.
- I move that the Board of Directors adopt new Board Policy 2404: Science Mastery-Based Credit.
- I move that the Board of Directors adopt new Board Policy 2405: Social Studies Mastery-Based Credit.
- I move that the Board of Directors adopt new Board Policy 2406: The Arts Mastery-Based Credit.
- I move that the Board of Directors adopt new Board Policy 2407: Health and Physical Education Mastery-Based Credit.
- I move that the Board of Directors adopt revised Board Policy 2409: World Language Mastery-Based Credit.

ACTION REQUIRED

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

High school credit — Definition
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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

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

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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	High school credit — Definition
	WAC 180-51-051	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

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	High school credit — Definition
	WAC 180-51-051	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

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

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



Franklin Pierce Schools

315 129th Street S, Tacoma, WA 98444
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MEMORANDUM

TO: Board of Directors
FROM: Ms. Vicki Bates, Executive Director of Teaching and Learning Services
DATE: July 5, 2022
SUBJECT: 2022-2023 College in the High School Agreements with Central Washington University and Eastern Washington University

BACKGROUND INFORMATION

In the 2022-2023 school year, FPS will expand College in the High School Program (CiHS) options for students. While we continue a University of Washington Pre-Calculus class at Franklin Pierce High School, courses across four disciplines will be added, with options at both high schools. The College in the High School programs operated by Central Washington University (CWU) and Eastern Washington University (EWU) are intended to provide access for advanced study to qualified high school students. Students can receive college credit from CWU and EWU upon successful completion of a College in the High School course. RCW 28A.600.287 and RCW 28A.600.290 govern the agreements between our district and the universities. By entering into these agreements, FPS students will be able to initiate a college transcript and earn college credit along with high school credit.

For the 2022-2023 school year, agreements will cover the following course options for FPS students:

Central Washington University

Calculus I (MTH172)

Stats, Society, & Decisions (MTH211)

Eastern Washington University

Advanced Leadership (EWU course number in transition)

College Composition: Exposition & Argument (ENG101)

Introduction to Literature (ENG170)

US History to 1877 (HIST111)

US History from 1877 (HIST112)

World History from 1500 (HIST103)

RECOMMENDATION

I move that the Board of Directors approve participation of Franklin Pierce School District high school students in the Central Washington University and Eastern Washington University College in the High School programs during the 2022-2023 school year.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: July 5, 2022
SUBJECT: Resolution 22-R-13: 2025-2026 Budget Projection Amendment

BACKGROUND INFORMATION

On June 21, 2022, the Board adopted Resolution 22-R-12 which included the fiscal year 2022-2023 budget for all funds, four-year budget plan summary, and four-year enrollment projection. Following adoption, it was determined that the 2025-2026 budget projection contained amounts requiring adjustment to accurately reflect the F195F beginning and ending fund balances for the Associated Student Body, Debt Service, and Transportation Vehicle funds.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 22-R-13, approving the 2025-2026 budget projection amendment for Franklin Pierce Schools.

ACTION REQUIRED



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RESOLUTION 22-R-13 **2025-2026 BUDGET PROJECTION AMENDMENT**

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

WHEREAS, it was determined that the 2025-2026 budget projection approved on June 21, 2022, in Resolution 22-R-12 contained amounts requiring adjustment to accurately reflect the F195F beginning and ending fund balances for the Associated Student Body, Debt Service, and Transportation Vehicle funds;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Franklin Pierce School District No. 402, Pierce County, Washington, adopt the revised 2025-2026 Budget Plan Summary:

2025-2026 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$6,366,607	\$402,800	\$4,176,321	\$1,568,276	\$423,234
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	\$377,800	\$4,264,346	\$1,568,276	\$423,234

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, July 5, 2022.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: July 5, 2022
SUBJECT: Out-of-Endorsement Assignments

BACKGROUND INFORMATION

WAC 181-82-105 states that a classroom teacher should be assigned to teach classes for which course codes match the teacher's endorsement. Our district is challenged to recruit and assign teachers to courses that match their endorsement(s). Consistent with WAC 181-82-110, the district requests school board approval to assign the following teachers to instruct a class other than in their area of endorsement:

Amy Queen Currently endorsed in Special Education, she will teach courses that require an endorsement in English Language Arts.

Ryan Walston Currently endorsed in Special Education, he will teach courses that require an endorsement in Mathematics.

These teachers will either earn the additional endorsement or be reassigned the following school year to teach courses that match their endorsement.

RECOMMENDATION

I move that the Board of Directors approve the assignment of Amy Queen to teach Writing and Ryan Walston to teach Mathematics.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: July 5, 2022
SUBJECT: Procedure 1250P: Students on Governing Boards

BACKGROUND INFORMATION

While in the process of selecting the first student representatives to the School Board, we've determined that the qualification terms in Board Procedure 1250P: Students on Governing Boards should be expanded to allow students to serve as student board representative while participating in Running Start, the Pierce County Skills Center, and other special programs as long there is a plan to keep the student representative engaged with the student body they represent despite attending instruction offsite.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

STUDENTS ON GOVERNING BOARDS

A. Selection and Term of Office

Inception year – Three student representatives, one from each high school, will be selected by the Board of Directors in the spring of the year to serve on the Board for the following year. Each student representative will serve a one-year term (if incoming senior) or two-year term (if incoming junior) beginning in July and concluding in June.

Following years - Student representative candidates will be elected by their respective student bodies and submitted for review by the Board of Directors in the spring when the current position will become vacant the following school year. Student candidates shall submit to the Board an application, personal statement of interest, and at least one letter of recommendation from school staff or the student body. Each selected student representative will serve a one-year term (if incoming senior) or two-year term (if incoming junior) beginning in July and concluding in June.

After the student representatives are selected, they will receive an orientation session provided by the superintendent (or designee) and a member of the Board of Directors.

In the event a vacancy arises prior to the expiration of the term, an alternate student representative from the same school will be appointed by the school to fill the vacancy for the current term.

B. Student Representative Qualifications

Student representatives must:

- Enter their junior or senior year in the school year following their selection and be in good academic standing prior to and during their term of appointment that is equivalent to requirements for participation in athletics or other student activities.
- Maintain standards of behavior aligned with participation in student activities.
- Attend their designated high school at least three periods a day, or develop a plan approved by their Associated Student Body advisor to ensure that they remain engaged with the student body throughout the school year while participating in offsite instruction.
- Be willing to convey student opinion to the Board and report Board deliberations and actions to the student body.

C. Responsibilities

Student representatives will follow all the rules and regulations pertaining to Board directors. Student representatives will receive copies of all regular meeting agendas, minutes, and other relevant information, excluding executive session and closed session/private meeting materials. Student representatives will attend Board meetings each month and convey student opinion to the Board and report Board deliberations and actions to the student body.

Student representatives are also responsible for communicating with their Associated Student Body (ASB) Executive Board and student body. School sites have the discretion

to add the Student School Board Representative as an officer to their ASB Executive Board.

The Franklin Pierce School Board of Directors may remove a student representative during their term if they become ineligible or fail to fulfill their responsibilities.

D. Preferential Voting Status

Preferential voting rights give a student representative to the Board the right to vote before the official vote of the governing Board. The student representative's vote does not count toward the final numerical outcome of the vote but must be recorded in the meeting minutes. This procedural order is intended to ensure that student representatives' opinions are taken into account before a Board vote.



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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: July 5, 2022
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
2022-2023 School Year	Dr. Lance Goodpaster James Hester	Conferences and events sponsored by WASA, WSSDA, OSPI, AASA, AWSP, IEI, and other education events and professional development opportunities <ul style="list-style-type: none">• Various	<ul style="list-style-type: none">• General Fund
7/14/22-7/17/22	Linda DiGiorgi	Computer Science Teachers Assoc. <ul style="list-style-type: none">• Chicago, IL	<ul style="list-style-type: none">• Title IV
7/28/22-7/31/22	Kimberly Bond, Rosita Castellano, Robin McCarver	National Council of Teachers of English Homecoming 2022 <ul style="list-style-type: none">• Louisville, KY	<ul style="list-style-type: none">• General and Title I Funds



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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: July 5, 2022
SUBJECT: Executive Session

BACKGROUND INFORMATION

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