

Board of Directors Meeting December 13, 2022 7:00 p.m.

This meeting will be held in the Jo Anne Matson Administrative Center located in the Building C Board Room 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/89488852010?pwd=di9oYUtMa0pjMEIwcTN3NE0xdDRJQT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 894 8885 2010 Password: WsM121322

The Franklin Pierce School Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression, the public may provide oral or written comments during the announcements and communication portion of any board meeting which includes final board action items. Audience and community comments will be limited to two minutes per person. The board will listen and will not respond or answer questions during the meeting. Instead, if additional discussion is needed, the board will request the superintendent or his designee contact the presenter at a later date.

In-person attendees may sign up to comment at the check-in table. Remote attendees may submit written comments to the Superintendent's Office by 3 p.m. the day prior to the meeting in care of Kristin Holten (kholten@fpschools.org or 315 129th Street South, in Tacoma). More information about audience participation is available in FPS [Board Policy 1430](#) and [Board Procedure 1430P](#).

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 ensure 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

BOARD OF DIRECTORS MEETING**December 13, 2022 – 7 p.m.****Jo Anne Matson Administrative Center Board Room, Building C
315 129th Street South, Tacoma, Washington**

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/89488852010?pwd=di9oYUttMa0pMElwcTN3NE0xdDRJQT09>
 or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
 Webinar ID: 894 8885 2010 Password: WsM121322

AGENDA

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

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Remote 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 December 12, 2022.

Audience members may exit at this time or stay for the remainder of the meeting.
- VII. Consent Agenda**
 - 1. Minutes: November 8, 2022 and December 6, 2022 A
 - 2. Audit of Expenditures: November 2022 B
 - 3. Personnel Action C
 - 4. Budget Status Reports: October 2022 D
- VIII. New Business**
 - 1. Overnight Field Trip with Students: WHS Football E
 - 2. Overnight Field Trip with Students: FPHS MDC Trio F
 - 3. District 3 Board Director Resignation and Vacancy G
 - 4. 2022-2023 Highly Capable Students Program Plan – Annual Renewal H
 - 5. Career and Technical Education Perkins V Application I
 - 6. Career and Technical Education – New Course Approvals J
 - 7. 2022-2023 Head Start Early Learning Program Contract with PSESD K
- IX. Proposals**
 - 1. Policy 1610: Conflicts of Interest L
 - 2. Policy 2020: Course Design, Selection, and Adoption of Instructional Materials M
 - 3. Policy 3231: Student Records N
 - 4. Policy 5001: Hiring of Retired School Employees O
 - 5. Policy 5410: Holidays P
 - 6. Policy 5610: Substitute Employment Q
- X. Information**
 - 1. Policy 1220: Board Officers and Duties of Board Directors (non-substantive info-only) R
 - 2. Procedure 2020P: Course Design, Selection, and Adoption of Instructional Materials S
 - 3. Procedure 3231P: Student Records T
 - 4. Form 3231F: Student Records U
 - 5. Policy 5201: Drug-Free Schools, Community, and Workplace (non-substantive info-only) V
 - 6. Approved Out-of-State Staff Travel Requests W
- XI. Executive Session** X
- XII. Adjournment**

Next Regular Meeting: January 17, 2023

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 851 8705 3832 – (253) 215-8782 or in-person in the James Sales Elementary School Gym at 1301 113th Street South in Tacoma, WA.

November 8, 2022

BOARD OF DIRECTORS – WORK SESSION MINUTES

CALL TO ORDER

Director Davis called the work session to order at 6:05 p.m.

BOARD DIRECTORS PRESENT

Director Davis, Director Sherman, Director Nerio, Director Sablan. Excused: Director Mendoza.

STUDENT REPRESENTATIVES PRESENT

Representative Castaneira, Representative McMains, Representative Sasamoto.

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. COVID-19 Update
3. Superintendents' Legislative Briefing Preparation
4. WSSDA Legislative Priorities 2023
5. Superintendent's Advisory Council Update
6. WSSDA Annual Conference Preparation
7. Adjourn

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:02 p.m.

Secretary of the Board

Vice President of the Board

Franklin Pierce Schools

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Board directors and audience attended either via Zoom video webinar 851 8705 3832 – (253) 215-8782 or in-person in the James Sales Elementary School Gym at 1301 113th Street South in Tacoma, WA.

November 8, 2022

BOARD OF DIRECTORS – MEETING MINUTES

CALL TO ORDER

Director Davis called the meeting to order at 7:12 p.m.

BOARD DIRECTORS PRESENT

Director Davis, Director Sherman, Director Nerio, Director Sablan. Excused: Director Mendoza.

STUDENT REPRESENTATIVES PRESENT

Representative Castaneira, Representative McMains, Representative Sasamoto.

AGENDA

22-M-133

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Superintendent Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE PRINCIPAL

Brandy Nelson, James Sales Elementary School Principal, commented on school activities and events.

ANNOUNCEMENTS & COMMENTS FROM STUDENT REPRESENTATIVES

- Representative Castaneira commented on GATES High School activities and events.
- Representative Sasamoto commented on Franklin Pierce High School activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE BOARD

- Director Sherman commented on GATES High School student presentations.
- Director Davis commented on interactions with Washington High School community members and alumni.

ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY

- Central Avenue Teacher Amy Anderson and Central Avenue Teacher Andie Neel commented on safety.
- Franklin Pierce Education Association President Kevin Marshall commented on systems cost.

CONSENT AGENDA

22-M-134

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

(1) Minutes

Minutes of the Board of Directors were approved for the special meeting and regular meeting held October 11, 2022, and the special meeting held October 18, 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 November 8, 2022, authorized the County Treasurer to pay all warrants/transfers specified below.

	Number	Amount	Date Issued
General Fund – Payroll	Direct Dep/Bank Fees	\$6,724,493.51	10/31/2022
	273383-273415	\$40,135.59	10/31/2022
	273416-273449	\$3,127,547.41	10/31/2022
	273503-273506	\$621.23	10/31/2022
General Fund – A/P	A/P Direct Deposit	\$40,941.22	10/14/2022
	273315-273375	\$357,908.40	10/14/2022
	A/P Direct Deposit	\$452,286.18	10/31/2022
	273450-273493, 273502	\$430,767.72	10/31/2022
Capital Projects	A/P Direct Deposit	\$998,387.91	10/14/2022
	273376-273380	\$148,740.75	10/14/2022
	A/P Direct Deposit	\$172,508.84	10/31/2022
	273494-273500	\$185,787.43	10/31/2022
ASB	A/P Direct Deposit	\$617.59	10/14/2022
	273381-273382	\$534.38	10/14/2022
	A/P Direct Deposit	\$21,930.63	10/31/2022
	273501	\$1,008.00	10/31/2022
Trust	A/P Direct Deposit	\$280.63	10/31/2022

(3) Personnel Action**NEW HIRES**

NAME	POSITION	LOCATION	HIRE DATE
Curtis, Lanisha	Paraeducator	Ford	10/10/2022
Doyle, Shawn	Groundskeeper	Support Services	11/07/2022
Freeman, Samuel	Office Assistant/CC Coordinator	CTE/GATES	11/01/2022
Guerrero, Peter	Full Time Substitute Custodian	Ford	10/12/2022
Leach, Misty	Paraeducator	Ford	09/08/2022
Lopez, Sergio	Teacher	Keithley	10/31/2022
Moniz, Alejandro	Full Time Substitute Custodian	Keithley	10/03/2022
Rodriguez Tovar, Betty	Paraeducator	Harvard	08/30/2022
Scott, Gary	Full Time Substitute Custodian	Ford	10/10/2022
Stevens, Kaitlin	Paraeducator	Collins	10/10/2022
Tietz, Colton	Paraeducator	Ford	10/24/2022
Valentine, Lydia	Teacher	Keithley	10/13/2022

TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE	REASON
Adamson, Alyssa	Paraeducator	Brookdale	11/04/2022	Resignation
Barber, Rebecca	Paraeducator	Washington	10/14/2022	Resignation
England, Dana	Office Manager	Teaching & Learning	10/21/2022	Resignation
Humphrey, Delia	Office Assistant	Christensen	10/28/2022	Resignation
Munoz, Mercedes	Paraeducator	Central Avenue	10/14/2022	Resignation
Orona, David	Teacher	Ford	11/04/2022	Resignation
Prang, Kelly	Paraeducator	Brookdale	10/14/2022	Resignation
Stevens, Kaitlin	Paraeducator	Collins	10/28/2022	Resignation

REASSIGNMENTS | PROMOTIONS | TRANSFERS

NAME	DATE	NEW POSITION LOCATION	REASON
Barr, Tina	10/13/2022	Teacher Christensen	Reassignment
Hauenstein, Jordan	10/06/2022	Assistant Chief Custodian Central Avenue	Promotion
Seifert, Lorraine	10/13/2022	Nutrition Svs. Assist. III Washington	Reassignment
Spencer, Tristen	09/23/2022	Assist Chief Custodian Franklin Pierce	Promotion
Zurfluh, Donald	10/18/2022	Groundskeeper Support Services	Reassignment

(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 September 2022.

POLICY 1400: MEETING CONDUCT, ORDER OF BUSINESS, AND QUORUM

22-M-135

It was moved by Director Sherman, seconded by Director Nerio, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 1400: Meeting Conduct, Order of Business, and Quorum.

POLICY 1410: EXECUTIVE OR CLOSED SESSIONS

22-M-136

It was moved by Director Nerio, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 1410: Executive or Closed Sessions.

POLICY 1420: PROPOSED AGENDA AND CONSENT AGENDA

22-M-137

It was moved by Director Sherman, seconded by Director Sablan, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 1420: Proposed Agenda and Consent Agenda.

POLICY 3122: EXCUSED AND UNEXCUSED ABSENCES

22-M-138

It was moved by Director Nerio, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 3122: Excused and Unexcused Absences.

POLICY 4210: REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

22-M-139

It was moved by Director Sablan, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 4210: Regulation of Dangerous Weapons on School Premises.

POLICY 6122: RENTAL OR LEASE OF DISTRICT REAL PROPERTY

22-M-140

It was moved by Director Sherman, seconded by Director Sablan, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt FPS Policy 6112: Rental or Lease of District Real Property.

2022-2023 REGULARLY SCHEDULED SCHOOL BOARD MEETINGS**22-M-141**

It was moved by Director Nerio, seconded by Director Sablan, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt the list of 2022-2023 regularly scheduled school board meetings.

OVERNIGHT FIELD TRIP WITH STUDENTS: WHS SPECIAL OLYMPICS TOURNAMENT**22-M-142**

It was moved by Director Sablan, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with Washington High School students to the Special Olympics tournament in Kennewick, Washington.

OVERNIGHT FIELD TRIP WITH STUDENTS: WHS VOLLEYBALL TOURNAMENT**22-M-143**

It was moved by Director Nerio, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with Washington High School students to the volleyball tournament in Yakima, Washington.

OVERNIGHT FIELD TRIP WITH STUDENTS: FPHS / WHS CROSS COUNTRY TOURNAMENT**22-M-144**

It was moved by Director Sablan, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with Franklin Pierce High School and Washington High School students to the cross country tournament in Pasco, Washington.

OVERNIGHT FIELD TRIP WITH STUDENTS: CHRISTENSEN 5TH GRADE OUTDOOR CAMP**22-M-145**

It was moved by Director Nerio, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with fifth grade Christensen Elementary School students for outdoor education at Camp Seymour.

OVERNIGHT FIELD TRIP WITH STUDENTS: MIDLAND 5TH GRADE OUTDOOR CAMP**22-M-146**

It was moved by Director Sablan, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with fifth grade Midland Elementary School students for outdoor education at Camp Seymour.

OVERNIGHT FIELD TRIP WITH STUDENTS: FORD 7th & 8th GRADE - WASHINGTON, D.C.**22-M-147**

It was moved by Director Sherman, seconded by Director Nerio, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the overnight field trip travel request with seventh and eighth grade Ford Middle School students to Washington, D.C.

CONDITIONAL TEACHING CERTIFICATES**22-M-148**

It was moved by Director Sablan, seconded by Director Nerio, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the request to grant conditional teaching certificates for Sergio Lopez, Cassidy McCloud, Marylin Trujillo, Lydia Valentine, Felita Williams, Melissa Lee, David Lorms, Tuyen Nguyen, and Linda Rummel.

2022-2023 COVID-19 MEMORANDUM OF UNDERSTANDING**22-M-149**

It was moved by Director Sherman, seconded by Director Nerio, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the 2022-2023 COVID-19 Memorandum of Understanding.

RESOLUTION 22-R-15: 2023 EDUCATIONAL PROGRAMS & OPERATIONS EXCESS LEVY ADJUSTMENT**22-M-150**

It was moved by Director Sablan, seconded by Director Nerio, approved by the Student Representatives, and unanimously passed that the Board of Directors adopt Resolution 22-R-15: 2023 Educational Programs and Operations Excess Levy Adjustment.

PIERCE COUNTY CAREERS CONNECTION – MEMORANDUM OF AGREEMENT**22-M-151**

It was moved by Director Nerio, seconded by Director Sablan, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the Pierce County Careers Connection – Memorandum of Agreement for the 2022-2023 school year.

PIERCE COUNTY HUMAN SERVICES: COMMUNITY DEVELOPMENT CONTRACT FOR YOUTH SERVICES**22-M-152**

It was moved by Director Sablan, seconded by Director Sherman, approved by the Student Representatives, and unanimously passed that the Board of Directors approve the Pierce County Human Services: Community Development Contract for Youth Services.

PROCEDURE 1430P: AUDIENCE PARTICIPATION

Superintendent Goodpaster presented revised FPS Procedure 1430P: Audience Participation as an information only item.

PROCEDURE 3122P: EXCUSED AND UNEXCUSED ABSENCES

Deputy Superintendent James Hester presented revised FPS Procedure 3122P: Excused and Unexcused Absences as an information only item.

APPROVED OUT-OF-STATE STAFF TRAVEL REQUESTS

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

ADJOURNMENT

Director Davis announced that the next regularly scheduled meeting of the Board of Directors with action will be held on Tuesday, December 13, 2022, beginning at 7:00 p.m. The meeting will be held in the Jo Anne Matson Administrative Center Board Room.

There being no further business to transact, the meeting adjourned at 8:46 p.m.

Secretary of the Board

Vice President of the Board

Franklin Pierce Schools

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

December 6, 2022

BOARD OF DIRECTORS – WORK SESSION MINUTES

CALL TO ORDER

Director Sherman called the work session to order at 6:00 p.m.

BOARD DIRECTORS PRESENT

Director Davis, Director Sherman, Director Nerio, Director Sablan. Excused: Director Mendoza.

STUDENT REPRESENTATIVES PRESENT

Excused: Representative Castaneira, Representative McMains, Representative Sasamoto.

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. IT Threats / Cybersecurity Update
3. WSSDA Annual Conference Debrief
4. Pierce County Superintendents' Legislative Briefing
5. School Improvement Plan Update
6. Land Acknowledgement Timeline and Plan
7. School Board Document Management Application
8. Public Comment Process
9. Adjourn

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 8:35 p.m.

Secretary of the Board

Vice President of the Board



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: December 13, 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 December 13, 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	\$6,823,831.95	11/30/2022
	273585-273616	\$33,695.67	11/30/2022
	273617-273650	\$3,124,947.62	11/30/2022
General Fund – A/P	A/P Direct Deposit	\$66,609.81	11/15/2022
	273507-273577	\$468,815.01	11/15/2022
	A/P Direct Deposit	\$413,886.77	11/30/2022
	273651-273705	\$421,277.44	11/30/2022
Capital Projects	A/P Direct Deposit	\$543,965.51	11/15/2022
	273578-273582	\$104,271.11	11/15/2022
	A/P Direct Deposit	\$23,332.05	11/30/2022
	273706-273708	\$254,075.08	11/30/2022
ASB	A/P Direct Deposit	\$167.35	11/15/2022
	273583-273584	\$540.00	11/15/2022
	A/P Direct Deposit	\$32,161.96	11/30/2022
	273709	\$12.10	11/30/2022
Trust	A/P Direct Deposit	\$303.90	11/30/2022

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: December 13, 2022
SUBJECT: Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE	REASON
Alvarez, Jennifer	Paraeducator	Brookdale	11/21/2022	Replacement
Balles, Stephen	Full Time Substitute	Human Resources	11/21/2022	Growth
Bates, Britteny	Paraeducator	Hewins ELC	11/14/2022	Replacement
Chittenden, Candyce	Office Assistant	Christensen	11/07/2022	Replacement
Dailey, Emmalee	Full Time Sub Custodian	Washington	11/22/2022	Replacement
Davis, Traci	Paraeducator	Collins	11/28/2022	Replacement
Dunivan, Chloe	Teacher	Ford	11/30/2022	Replacement
Granados Alvarado, Gabriela	Language Access Family Liaison	Superintendent	11/14/2022	Replacement
Luna, Jacinda	Office Manager	Teaching & Learning Services	11/28/2022	Replacement
Santiago, Shearn	Paraeducator	Brookdale	11/21/2022	Replacement
Vargas-Perez, Luis	Paraeducator	Franklin Pierce	11/07/2022	Replacement
Wallace, Jennifer	Paraeducator	James Sales	11/08/2022	Replacement
Wanager, Carly	Paraeducator	Central Avenue	10/31/2022	Growth
Woldseth, Leslie	Paraeducator	Franklin Pierce	11/30/2022	Replacement
Yevchev, Yana	Paraeducator	Hewins ELC	11/15/2022	Replacement

TERMINATIONS

NAME	POSITION	LOCATION	DATE HIRED	EFFECTIVE DATE	REASON
Farley, Cathryn	Paraeducator	Hewins ELC	02/07/2020	10/17/2022	Resignation
Houston, Abigail	Special Ed Teacher	Collins	08/31/2020	12/16/2022	Resignation
Martin, Rachael	Teacher	Ford	08/22/2022	11/23/2022	Resignation
Paez, Heather	Special Ed Teacher	Christensen	08/31/2020	11/18/2022	Resignation

REASSIGNMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS POSITION & LOCATION	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Baird, Joshua	Network Specialist / Information Technology	11/09/2022	Network System Administrator / Information Technology	Promotion
Masura, Katelyn	Paraeducator / Hewins ELC	10/24/2022	Head Start Teacher / Hewins ELC	Promotion
Moniz, Alejandro	Full Time Sub Custodian / Keithley	10/31/2022	Custodian / Franklin Pierce	Promotion
Rattan, Sandeep	Custodian / Franklin Pierce	10/24/2022	Paraeducator / Midland	Reassignment
Tews, Avamua	NSA III / Franklin Pierce	11/07/2022	NSA II / Franklin Pierce	Promotion
Thompson, Brandon	Assistant Chief Custodian / Hewins ELC	11/28/2022	Assistant Chief Custodian / Collins	Reassignment
Zulauf, Kevin	IT Support Specialist / Information Technology	12/01/2022	Network Specialist / Information Technology	Reassignment



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: December 13, 2022
SUBJECT: Budget Status Reports, October 2022

Attached are the Budget Status Reports for all funds for October 2022.

General Fund

As of October 31, 2022, the ending fund balance was \$11,258,260. Property tax receipted was \$6,241,360 in October for a total revenue of \$15,526,197. Expenditures totaled \$11,170,045 with an excess of revenues over expenditures of \$4,356,152.

Capital Project Fund

As of October 31, 2022, the ending fund balance was \$18,356,505. Property tax receipted was \$1,009,147. Local income from interest, E-rate, and impact fees totaled \$307,730.

- **Expenditures:**
 - **Bond: \$1,335,258**
 - **Technology Levy: \$113,480**
 - Network Infrastructure: \$340
 - New Computers: \$23,125
 - Fiber: \$16,171
 - VOIP Charges: \$47,192
 - Utilities: \$10,157
 - Bell & Clock System: \$16,495

Debt Service Fund

Property tax collections in October totaled \$4,149,650 with an ending fund balance of \$8,075,353. Principal and interest are due December 1 in the amount of \$7,093,850.

Associated Student Body Fund

Ending fund balance was \$552,349.

Transportation Vehicle Fund

Ending fund balance of \$1,397,111.

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 2022 (September 1, 2022 - August 31, 2023)For the FRANKLIN PIERCE SCHOOLS School District for the Month of October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	17,327,660	6,241,360.12	6,441,420.44		10,886,239.56	37.17
2000 LOCAL SUPPORT NONTAX	600,000	57,604.88	127,634.07		472,365.93	21.27
3000 STATE, GENERAL PURPOSE	76,159,943	6,125,838.28	12,764,091.09		63,395,851.91	16.76
4000 STATE, SPECIAL PURPOSE	25,353,221	2,092,914.34	3,918,665.29		21,434,555.71	15.46
5000 FEDERAL, GENERAL PURPOSE	170,000	2,816.05	2,816.05		167,183.95	1.66
6000 FEDERAL, SPECIAL PURPOSE	34,954,307	1,005,122.58	780,355.80		34,173,951.20	2.23
7000 REVENUES FR OTH SCH DIST	700	541.15	541.15		158.85	77.31
8000 OTHER AGENCIES AND ASSOCIATES	42,000	.00	42,000.00-		84,000.00	100.00-
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	154,607,831	15,526,197.40	23,993,523.89		130,614,307.11	15.52
B. EXPENDITURES						
00 Regular Instruction	71,416,149	5,487,148.17	10,705,299.94	48,931,849.75	11,778,999.31	83.51
10 Federal Stimulus	8,744,556	139,532.50	629,476.80	10,315,661.06	2,200,581.86-	125.17
20 Special Ed Instruction	23,358,247	1,692,525.77	3,258,221.02	16,148,581.98	3,951,444.00	83.08
30 Voc. Ed Instruction	6,132,744	415,422.41	834,330.20	3,726,161.02	1,572,252.78	74.36
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	14,010,227	1,085,940.24	2,130,719.42	10,224,301.99	1,655,205.59	88.19
70 Other Instructional Pgms	1,874,725	49,894.47	91,192.20	474,800.39	1,308,732.41	30.19
80 Community Services	709,971	61,912.89	121,996.59	579,740.48	8,233.93	98.84
90 Support Services	30,953,854	2,237,668.70	4,894,804.02	17,937,428.83	8,121,621.15	73.76
Total EXPENDITURES	157,200,473	11,170,045.15	22,666,040.19	108,338,525.50	26,195,907.31	83.34
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	2,592,642-	4,356,152.25	1,327,483.70		3,920,125.70	151.20-
F. TOTAL BEGINNING FUND BALANCE	12,000,000		9,930,777.11			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	9,407,358		11,258,260.81			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the FRANKLIN PIERCE SCHOOLS School District for the Month of October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,874,707	1,009,147.85	1,041,484.33		1,833,222.67	36.23
2000 Local Support Nontax	595,200	71,410.54	126,174.27		469,025.73	21.20
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	7,712,319	236,319.64	.00		7,712,319.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 11,182,226	 1,316,878.03	 1,167,658.60		 10,014,567.40	 10.44
 <u>B. EXPENDITURES</u>						
10 Sites	350,000	119,684.75	120,144.75	177,046.20	52,809.05	84.91
20 Buildings	23,263,000	1,272,259.45	1,319,752.19	14,500,540.76	7,442,707.05	68.01
30 Equipment	2,000,000	113,480.73	393,406.87	2,003,455.49	396,862.36-	119.84
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	950	.00	.00	950.00	.00	100.00
 <u>Total EXPENDITURES</u>	 25,613,950	 1,505,424.93	 1,833,303.81	 16,681,992.45	 7,098,653.74	 72.29
 <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>	14,431,724-	188,546.90-	665,645.21-		13,766,078.79	95.39-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 16,000,000		 19,022,150.23			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 1,568,276		 18,356,505.02			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the FRANKLIN PIERCE SCHOOLS School District for the Month of October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	10,667,700	4,149,650.11	4,282,644.11		6,385,055.89	40.15
2000 Local Support Nontax	10,000	9,977.53	17,800.58		7,800.58-	178.01
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>	 10,677,700	 4,159,627.64	 4,300,444.69		 6,377,255.31	 40.28
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	4,190,000	.00	.00	0.00	4,190,000.00	0.00
Interest On Bonds	5,713,277	.00	.00	0.00	5,713,277.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	600.00	0.00	9,400.00	6.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 9,913,277	 .00	 600.00	 0.00	 9,912,677.00	 0.01
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	764,423	4,159,627.64	4,299,844.69		3,535,421.69	462.50
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 3,322,223		 3,775,508.67			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 4,086,646		 8,075,353.36			
<u>(E+F + OR - G)</u>						

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of October, 2022

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 GENERAL STUDENT BODY	304,000	16,406.70	33,488.25		270,511.75	11.02
2000 ATHLETICS	211,300	27,106.06	51,665.88		159,634.12	24.45
3000 CLASSES	45,500	14,945.30	16,544.85		28,955.15	36.36
4000 CLUBS	148,950	6,490.05	10,064.05		138,885.95	6.76
6000 PRIVATE MONEYS	25,000	508.00	658.00		24,342.00	2.63
Total REVENUES	734,750	65,456.11	112,421.03		622,328.97	15.30
B. EXPENDITURES						
1000 GENERAL STUDENT BODY	303,300	9,935.70	18,699.06	900.00	283,700.94	6.46
2000 ATHLETICS	214,100	10,109.44	23,252.50	1,595.00	189,252.50	11.61
3000 CLASSES	46,100	345.49	820.87	0.00	45,279.13	1.78
4000 CLUBS	147,450	2,318.59	2,903.79	0.00	144,546.21	1.97
6000 PRIVATE MONEYS	21,000	1,488.30	1,488.30	0.00	19,511.70	7.09
Total EXPENDITURES	731,950	24,197.52	47,164.52	2,495.00	682,290.48	6.78
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	2,800	41,258.59	65,256.51		62,456.51	> 1000
D. TOTAL BEGINNING FUND BALANCE	450,000		487,092.61			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	452,800		552,349.12			
C+D + OR - E)						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the FRANKLIN PIERCE SCHOOLS School District for the Month of October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,000	3,573.46	6,431.15		5,431.15-	643.12
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	400,000	.00	.00		400,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	1,464,515	.00	.00		1,464,515.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	1,865,515	3,573.46	6,431.15		1,859,083.85	0.34
 B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	1,865,515	3,573.46	6,431.15		1,859,083.85	0.34
 D. EXPENDITURES						
Type 30 Equipment	2,301,186	.00	.00	2,837,634.82	536,448.82-	123.31
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>	2,301,186	.00	.00	2,837,634.82	536,448.82-	123.31
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
 F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	435,671-	3,573.46	6,431.15		442,102.15	101.48-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	858,905		1,390,680.41			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u>	423,234		1,397,111.56			
<u>(G+H + OR - I)</u>						



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: Football Team, Washington High School

Destination: Othello, WA

Purpose: 2A State Football Game

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

When a travel request for an overnight field trip with students requires expedited approval due to special circumstances or unanticipated events, the superintendent is authorized to approve such request on behalf of the board and will submit the travel request at the next board meeting. Such circumstances and events include student groups qualifying for state, regional, or national competitions.

RECOMMENDATION

I move that the Board of Directors approve the overnight field trip travel request with Washington High School students for the 2A state football game.

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: November 8, 2022

School: Washington High School

Name of Teacher/Advisor/Travelers: Mike Von Rueden and assistant coaches

Class/Group: Football team

How many students will be attending?: 51

How many adults will provide supervision? 8

Conference Name/Activity: State football

Destination (City, State): Othello, WA

Departure Date: 11/11/22

Departure Time: 11:30 am

Return Date: 11/12/22

Estimated Return Time: 8:00 pm

Method of Transportation: bus

Educational Objective(s): To compete in the 2A state football game

Describe activities planned for trip: Visit CWU for practice and participate in state football game in Othello.

In addition to football, band and cheer will travel on 1 bus to and from Othello on Saturday, 11/12 only.

ESTIMATED TRAVEL COSTS

		Cost	Funding Source
Payroll	Substitutes	\$ _____	_____
Procurement Card	Registration Fee	\$ _____	_____
	Lodging	\$ <u>4,000</u>	<u>0133 28 8585 7200 7200 0000 1</u>
	Transportation	\$ <u>3,000</u>	<u>0105 28 0750 2700 7200 0000 1</u>
	Other	\$ <u>3,000</u>	<u>Meals: same as lodging</u>
Reimbursement	Mileage	\$ _____	_____
	Meals	\$ _____	_____
	TOTAL	\$ <u>10,000</u>	_____

Comments:

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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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: Metropolitan Development Council – Trio Upward Bound, Franklin Pierce High School

Destination: Various locations in California

Purpose: Tours of colleges, a museum, and Disneyland

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

RECOMMENDATION

I move that the Board of Directors approve the overnight field trip travel request with Franklin Pierce High School students to colleges, the Getty Museum, and Disneyland.

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: 11/17/2022

School: Franklin Pierce High School

Name of Teacher/Advisor/Travelers: Jysal Rouzan-Price

Class/Group: MDC-Trio Upward Bound

How many students will be attending?: 3

How many adults will provide supervision? 6

Conference Name/Activity: College Tour

Destination (City, State): Woodland Hills CA / Anaheim CA

Departure Date: 2/15/2023

Departure Time: 4 pm

Return Date: 2/20/2023

Estimated Return Time: 4 pm

Method of Transportation: air / bus

Educational Objective(s): to encourage students to strive for excellence by applying to reach schools and to provide cultural, college and career enrichment through this experience.

Describe activities planned for trip: College tours of CSU Northridge, UCLA, USC, and UC Irvine. Visit to Getty Museum. Visit to Disneyland.

ESTIMATED TRAVEL COSTS

		Cost	Funding Source
Payroll	Substitutes	\$ _____	_____
Procurement Card	Registration Fee	\$ _____	_____
	Lodging	\$ _____	_____
	Transportation	\$ _____	_____
	Other	\$ _____	_____
Reimbursement	Mileage	\$ _____	_____
	Meals	\$ _____	_____
	TOTAL	\$ <u>0.00</u>	_____

Comments:

This trip is arranged and financed entirely by MDC Trio Upward Bound.

Students from multiple schools will be participating in this trip.

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.



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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: District 3 Board Director Resignation and Vacancy

BACKGROUND INFORMATION

Dr. Gil Mendoza has submitted his written notice of resignation as a Franklin Pierce School Board district director effective immediately. [Policy 1114](#) and [Procedure 1114P](#) guide our process and help us determine a timeline of events when the school board receives and accepts notice of a director's intent to resign. It is appropriate for the board to accept his resignation and begin the process to fill the director vacancy created in District 3.

RECOMMENDATION

I move that the Board of Directors accept the resignation of Board Director Gil Mendoza effective immediately and begin the process to fill the vacancy created in Director District 3.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Annette Burnett, Director of Data, Assessment, and Highly Capable Teaching and Learning Services
DATE: December 13, 2022
SUBJECT: 2022-2023 Highly Capable Students Program Plan – Annual Renewal

BACKGROUND INFORMATION

The Highly Capable Students Program Annual Plan provides details about our district's Grades K-12 comprehensive Highly Capable Program for students who are identified and served as highly capable.

Per OSPI Memorandum 027-16 and guidance from Project Supervisor Jody Hess, unless major changes are made to the Comprehensive Plan, school board approval is based on the most recently approved Form Package 217.

RECOMMENDATION

I move that the Board of Directors approve Franklin Pierce Schools' Highly Capable Students Program Plan (iGrants Form Package 217) for the 2022-2023 school year.

ACTION REQUIRED

District: Franklin Pierce School District
Organization Code: 27402
ESD: Puget Sound Educational Service District 121

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

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

Please check only one box below:

☒ **LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:**

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

☐ **LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Annette Burnett
Authorized Representative Title:	Director, Teaching and Learning Services
Date: (MM/DD/YY)	11/1/2022

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

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

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

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- ☒ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- ☐ District uses a unique definition that integrates elements of the state's definitions.

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

Statement of Purpose (OPTIONAL)

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

☒ Yes ☐ No

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

Instructions

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

Every Item is Mandatory

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

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

Assurances

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

Public Notification

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

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

Assurances

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

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

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

Assurances

- ☒ District gets permission to assess.

☒ District gets permission to start services.

Every assurance in the table below is mandatory.

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

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

Instructions

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

The district uses a screening process. Yes ☐ No ☒

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

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

Do Not Lose Your Data - Click Save!

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

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

Assurances

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

☒ District has a clearly defined and documented assessment process.

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

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

[illegible][illegible]

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

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

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

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

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

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

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

through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

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

Assurances

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

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

Assurances

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

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

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

A. Program Services Management WAC 392-170-078 | 080

Assurances

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

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

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

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

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

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

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

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

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

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

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

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

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

School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

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

Instructions

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

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

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
[WAC 392-170-020](#) | [025](#)

Instructions

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

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

Date of Annual Board Approval: 12/13/2022

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

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

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

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

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

Annette Burnett, Highly Capable Programs Coordinator

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

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

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.

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

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

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

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

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

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

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

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



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Timothy Bremner, Director of College and Career Readiness
DATE: December 13, 2022
SUBJECT: Career and Technical Education Perkins V Application

BACKGROUND INFORMATION

Policy 2170: Career and Technical Education requires the school board to annually review and approve the district plan for the design and delivery of its career and technical education program. The plan must ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy, and provide opportunities for dual credit. This includes the Carl D. Perkins V Application which is an ongoing grant that is renewed through an application process each year. This year we will focus on teacher professional development in project-based learning (PBL) and funding for equipment and supplies for teachers to implement project-based learning.

RECOMMENDATION

I move that the Board of Directors approve the Career and Technical Education Perkins V Application for the 2022-2023 school year.

ACTION REQUIRED

215 Perkins V Application**Fiscal Year:** 22-23**Milestone: Final Approval Issued** (Printed 12/1/2022)**District:** Franklin Pierce School District**Organization Code:** 27402**ESD:** Puget Sound Educational Service District 121**Page 3****Final Allocation Amount: \$70,543****Required Uses of the Funds (Section 135)****Requirements for Uses of Funds (Sec. 135)**

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.

- If funds will not be spent in an area, please leave blank.
- Enter whole dollar amounts.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

Required Uses of Funds Categories	Amount of Perkins funds to be used
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i>	\$10,543
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2. (A-I))</i>	\$27,602
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	\$10,000

Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	\$10,000
Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i>	\$10,000
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i>	
Total:	\$68,145



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MEMORANDUM

TO: Board of Directors
FROM: Timothy Bremner, Director of College and Career Readiness
DATE: December 13, 2022
SUBJECT: Career and Technical Education – New Course Approvals

BACKGROUND INFORMATION

Policy 2170: Career and Technical Education requires the board to annually review and approve the district plan for the design and delivery of its career and technical education program, in this case two new course approvals.

These two courses are adaptations of a yearlong course “Career Explorations” that we already have approved. We’ve created two semester courses with more specific emphasis on “explorations” and “applications” to better fit grade levels, student needs, and to offer more flexibility in scheduling courses.

<i>College, Career and Community Explorations</i>	0.5 Credits	(CIP: 320107)
<i>College, Career and Community Applications</i>	0.5 Credits	(CIP: 320107)

RECOMMENDATION

I move that the Board of Directors approve offering courses *College, Career and Community Explorations* and *College, Career and Community Applications* during the second semester of the 2022-2023 school year and beyond.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: John Sander, Executive Director of Teaching and Learning Services
DATE: December 13, 2022
SUBJECT: 2022-2023 Head Start Early Learning Program with PSESD – Head Start Contract #00083

BACKGROUND INFORMATION

This agreement between Puget Sound Educational Service District (PSESD) Early Learning Program and the Franklin Pierce School District allows the Hewins Early Learning Center to provide comprehensive Head Start services using federal funds and ensures compliance with service plans, performance standards, and other federal regulations November 1, 2022, through October 31, 2023.

RECOMMENDATION

I move that the Board of Directors approve the Head Start 2022-2023 Subaward Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District.

ACTION REQUIRED



**HEAD START 2022-2023
SUBAWARD AGREEMENT BETWEEN**

**PUGET SOUND EDUCATIONAL SERVICE DISTRICT
EARLY LEARNING PROGRAM
800 OAKESDALE AVE SW
RENTON, WA 98057**

AND

**FRANKLIN PIERCE SCHOOL DISTRICT
315 129TH ST S
TACOMA, WA 98444-5044**

THIS CONTRACT is made and entered into by and between PUGET SOUND EDUCATIONAL SERVICE DISTRICT EARLY LEARNING PROGRAM (hereinafter referred to as "PSESD") and FRANKLIN PIERCE SCHOOL DISTRICT (hereinafter referred to as "Center").

IT IS THE PURPOSE OF THIS CONTRACT to provide comprehensive Head Start services, in accordance with this contract, all exhibits and attachments, and PSESD's Early Learning Program Manual (ELPM), ensuring compliance with service plans, Performance Standards, and other federal regulations.

THE FUNDING SOURCE FOR THIS CONTRACT is 100% federal funds pursuant to CFDA # 93.600. The federal award identification number for this Head Start grant is 10CH012059, awarded to PSESD on June 23, 2021.

THEREFORE, IT IS MUTUALLY AGREED THAT:

1. CONTRACT MANAGEMENT

- 1.1 The Contract Manager and Center Director for each of the parties shall be the contact person(s) for all communications and billings regarding the performance of this Contract.
- 1.2 Any notice or demand or other communication required or permitted to be given under this Contract or applicable law shall be effective only if it is in writing, properly addressed, and either emailed, delivered in person, or by a recognized courier service, or deposited within the United States Postal Service.
- 1.3 Each party shall notify the other party in writing within ten days of any changes of the name and contact information regarding either party's designated Contract Manager or Center Director.
- 1.4 Notwithstanding RCW 1.12.070, such communications shall be effective upon the earlier of receipt or four calendar days after mailing or emailing. The notice address as provided herein may be changed by written notice given as provided above.

2. EXHIBITS AND ATTACHMENTS

Attached hereto and incorporated herein as though set forth in full are the following exhibits and attachments:

- Exhibit A - STATEMENT OF WORK
- Exhibit B - DELIVERABLES CALENDAR

- Exhibit C - GENERAL TERMS AND CONDITIONS
- Exhibit D - SUPPLEMENTAL TERMS AND CONDITIONS
- Exhibit E – HEAD START PERFORMANCE STANDARDS

The parties agree that the exhibits and attachments listed in this paragraph shall be enforceable against the parties and are a part of this Contract.

3. STATEMENT OF WORK

The parties agree that the Center shall perform the activities and obligations as set forth and described in this Contract and its Exhibits, attached hereto, and incorporated herein as though set forth in full. The Center shall also furnish the necessary personnel, equipment, material and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work as set forth and described in this Contract. The Center agrees to provide the services, products and activities at the costs set forth in this Contract.

4. PERIOD OF PERFORMANCE

Subject to the requirements of this Contract, the period of performance of this Contract shall commence on November 1, 2022, and be completed on or before October 31, 2023, unless terminated sooner as provided herein.

W.W.
W.W.

5. COMPENSATION

PSESD shall reimburse the Center upon receipt of proper documentation as required by PSESD, as detailed below. The Center must follow the Office of Management and Budget (OMB) Circular cost principles.

FUNDING

Model	Slots
Funded Enrollment (Part Day)	114
Funded Enrollment (School Day)	0
Funded Enrollment (Working Day)	0
Grand Total	114

W.W.
W.W.

Line Items	Funding
Operations	\$925,813.92
Parent Funds (\$50/slot)	\$5,700.00
Grand Total	\$931,513.92

W.W.
W.W.

PSESD may increase or decrease the approved budget in this Agreement or may make other changes to the Agreement. This will be in the form of an Amendment to the Agreement, which will outline the reasons for any changes.

The parties have determined that the cost of accomplishing the work herein shall not exceed the amount in the table above. Any additional authorized expenditure, for which reimbursement is sought, must be submitted as written documentation following the One-Time Funds application process to the PSESD Contract Manager for pre-approval and established by a written Contract Amendment signed by all designated parties. Compensation will be paid upon the timely completion of services as described in this Contract and is contingent upon acceptance of relevant work products and approval of claims by PSESD as described in this Contract.

6. BILLING PROCEDURE

6.1 The Center will submit properly completed Reimbursement Claim Forms ("claim") at least monthly, but not more than two times per month, no later than forty-five (45) days after the month's end, except for August and final claims as described below.

August - To facilitate PSESD's fiscal year-end deadlines, any claim for payment not already made, up to and including August, must be submitted within thirty (30) days after August month close, (8/31).

Final - Upon the expiration of this Contract, any claim for payment not already made shall be submitted to PSESD no later than forty-five (45) days following the expiration date of this Contract. The final claim shall certify that the Center has completed all requirements of this Contract and be marked as **"FINAL CLAIM."**

Scan and email to:
elfiscal@psed.org

6.2 Payment to the Center for approved and completed work shall be made by warrant or Electronic Funds

Transfer by PSESD and considered timely if made within 30 days of receipt of a properly completed claim. Payment shall be sent to the address designated by the Center and set forth in this Contract.

6.3 Each claim must clearly reference the PSESD Contract Number.

6.4 Upon the expiration of this Contract, any claim or payment not already made shall be submitted to PSESD no later than forty-five (45) days following the expiration date of this Contract. The final claim shall certify that the Center has completed all requirements of this Contract.

6.5 The deliverables outlined in the table below shall be submitted before or on the due date. Claims for expenses incurred after the due date will not be processed until the deliverable is submitted.

6.6 In the event that the Center doesn't complete and/or submit a deliverable outlined in this contract and PSESD's funder holds PSESD's monthly voucher pending that deliverable, PSESD reserves the right to hold the Center's monthly claim until the deliverable is completed and/or submitted.

Deliverable	Due Date	Submission
Site Readiness and Safety Checklists	September 15 (full-year sites) Before classes start (part-year sites)	See Site Readiness and Safety Checklist Procedure in ELPM – ChildPlus
Active Supervision Plans	September 30	See Active Supervision Procedure in ELPM – ChildPlus & post in classroom
SADT Plan	September 15	ChildPlus
Inventory – Log and report new small & attractive items (electronics) with a unit cost of \$300 or more	Prior to Month Claim Submission	ELPM
BEFORE making equipment purchases of \$5,000 or greater	Complete Purchase Approval Form	Fiscal Team



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Policy 1610: Conflicts of Interest for District with More Than 2,000 Students

BACKGROUND INFORMATION

WSSDA has updated Policy 1610: Conflicts of Interest to reflect revised statutory language, including SB 6326 – Municipal Conflicts of Interest – Various Provisions (2020). This legislation amended threshold amounts regarding certain exceptions to the rule on conflicts of interest. WSSDA also revised the title to clarify that school boards select either Policy 1610 or 1611 based on the number of students attending the district. Additionally, WSSDA has issued a new and revised version of its [Avoiding Conflicts of Interest](#) booklet, which is available using the included link and on the WSSDA website. WSSDA recommends board directors review the updated information.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

CONFLICTS OF INTEREST

DISTRICTS WITH 2,000 OR MORE STUDENTS

~~No~~ Neither a ~~school board~~ director ~~nor a district officer (such as~~ the superintendent) may benefit, directly or indirectly, in any contract made by, through, or under the director's or officer's supervision, ~~of the director or superintendent,~~ except as ~~provided permitted~~ below:

- A. ~~A director or officer may enter into a contract with the district to offer goods or services (except legal counsel) if the director or officer does not receive more than Any contract, purchase of materials, or activity paid for from school funds if the total volume received by the district officer or his or her business does not exceed \$1,500.00 in any calendar month under the contract.~~ The district will maintain a list of all contracts covered under this paragraph, and the list will be available for the public to inspection and copying;
- B. ~~An individual~~ director may be designated as a clerk and/or purchasing agent of the district at the prevailing hourly wage;
- C. The spouse of a director or ~~the superintendent officer~~ may be employed as a substitute teacher on the same terms and at the same compensation as other substitute teachers in the district. For a director's or officer's spouse to be employed as a substitute teacher, ~~The~~ superintendent must find that the number of qualified substitute teachers in the district is insufficient to meet the district's anticipated needs ~~for short-term and one-day substitute teachers,~~ and the superintendent must ensure that substitute teachers are fairly and impartially assigned to available positions, ~~in a fair and impartial manner;~~
- ~~D. Prior to approval of the employment of a director or spouse of a school director or superintendent, the Board of Directors will be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The district will not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a school director or the superintendent. All employment decisions will be made on the basis of choosing the applicant which furthers the best interest of the school district;~~
- ~~E.D.~~ _____ If a ~~person~~ director's or officer's spouse ~~is was~~ employed by the district ~~under contract~~ as a classified or certificated employee before ~~his or her spouse becomes a the~~ director or ~~superintendent officer~~ took office, the spouse's employment contract can be renewed, ~~for further employment, provided that t~~ The terms of the contract are must be commensurate with the pay plan or collective bargaining agreement operating in the district for that position; ~~or.~~
- ~~F.E.~~ _____ ~~The A~~ director or officer ~~has only a may have a~~ remote interest in a contract, ~~and~~ The interest, though, must be is disclosed prior to board action and must be recorded in the official minutes.

A director may not vote on the authorization, approval, or ratification of a contract in which he or she is beneficially interested and to which one of the exemptions described above applies. Before the board approves a contract in which a director is beneficially interested, the director

must disclose his or her interest to the board, and the director's interest must be noted in the official minutes.

Before the board approves the employment of a director, or director's or an officer's spouse, the superintendent or designee will inform the board of other individuals who are qualified for and interested in the position(s) to be filled. The district will not discriminate in any way against any applicant for a position or employee based on a family relationship with a director or officer. All employment decisions will be made by choosing the applicant that furthers the best interests of the school district.

Whenever a director, or his or her spouse ~~or dependent~~, is employed by the district, the director will refrain from participating in or attempting to influence any board action affecting the employment status of the director, or his/her spouse, ~~or dependent~~. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, and considering or imposing discipline, and termination.

The superintendent will maintain a log of any contract subject to this policy and will annually, or when a new director assumes office, ~~will~~ inform the board of the existence of ~~all such~~ those contracts.

Legal References:	<u>RCA 28A.330.240</u>	<u>Employment contracts</u>
	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against — Right to inspect personnel files
	RCW 28A.635.050	Certain corrupt practices of school officials — Penalty
	RCW 42.23.030	Interest in contracts prohibited— Exceptions <u>s</u>
	RCW 42.23.040	Remote interests

Adoption Date: 1/24/84
Franklin Pierce Schools
Revised: 5/14/02; 5/13/08; 3/13/12; 1/17/23
Classification: Priority



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: December 13, 2022
SUBJECT: Policy 2020: Course Design, Selection, and Adoption of Instructional Materials

BACKGROUND INFORMATION

FPS Policy 2020: Course Design, Selection, and Adoption of Instructional Materials is updated to be consistent with the WSSDA model and provide appropriate flexibility and timeliness in the adoption of supplemental materials. Approval of supplemental materials is delegated to the Teaching & Learning Services department, under the standard district application and approval criteria.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

COURSE DESIGN, SELECTION, AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of Policy 2020 and Procedure 2020P, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are four categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course or subject. They are district-approved and provided to all students to help meet learning standards and provide instruction towards grade-level and course requirements.

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision making, and progress monitoring.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the materials as either part of the core instructional materials for a course

or supplemental materials for the course depending on the nature and scope of the materials.

Instructional Materials Committee is the body that makes ~~core and supplemental instructional materials~~ adoption recommendations to the school board based on superintendent-established procedures.

Course Design

The superintendent or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in corresponding Procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

The superintendent, or designee, will establish procedures for core materials, supplemental materials, and intervention materials selection and adoption.

The superintendent will ensure that a listing of all core and supplemental instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

Legal References:	RCW 28A.150.230	District school directors' responsibilities
	RCW 28A.320.170	Tribal history and culture [as amended by SSB 5433]
	RCW 28A.320.230	Instructional materials — Instructional materials committee
	RCW 28A.405.060	Course of study and regulations — Enforcement — Withholding salary warrant for failure
	Chapter 28A.640 RCW	Sexual Equity
	WAC 180-44-010	Responsibilities related to instruction
	WAC 392-190-055	Textbooks and instructional materials — Scope — Elimination of bias

Adoption Date: 10/13/81

Franklin Pierce Schools

Revised: 10/10/06; 9/9/08; 9/13/11; 3/11/20; 1/17/23



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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent
DATE: December 13, 2022
SUBJECT: Policy 3231: Student Records

BACKGROUND INFORMATION

Board Policy 3231: Student Records is being updated as a result of House Bill 1176 (2021) and outlines a district's requirements around withholding a student's grades, diploma and/or transcript for damaged property. This legislation addresses barriers to success that should be removed. The withholding of transcripts primarily affects low-income students and disproportionately affects students of color. Transcripts are withheld for minor offenses, and this creates a barrier to future success.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

STUDENT RECORDS

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government Common Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the State Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district, permitting prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

A ~~grades report, transcript, or diploma~~ will/may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. ~~If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, discipline actions, official juvenile court records, and history of violence will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.~~

The superintendent or designee will establish procedures governing the content, management, and control of student records.

Legal References:	42 U.S.C. 11431 et seq. 20 U.S.C. 1232g CFR 34, Part 99	McKinney-Vento Homeless Assistance Act Family Education Rights and Privacy Act Family Education Rights and Privacy Act Regulations
	RCW 28A.150.510	Transmittal of education records to DSHS — Disclosure of educational records—Data sharing agreements — Comprehensive needs requirement document — Report
	RCW 28A.195.070	Official transcript withholding – Transmittal of information
	RCW 28A.225.151 RCW 28A.225.330	Reports Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
	RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.230.180	Educational and career opportunities in the military, student access to information on, when
	RCW 28A.600.475	Exchange of information with law enforcement and juvenile court officials – Notification of parents and students
	RCW 28A.605.030	Student education records – Parental review— Release of records — Procedure
	RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
	RCW 40.24.030	Address Confidentiality Program — Application — Certification
	Chapter 246-105 WAC	Immunization of child care and school children against certain vaccine-preventable diseases
	Chapter 392-172A WAC	Rules for the provision of special education
	Chapter 392-182 WAC	Student health records
	Chapter 392-415-WAC	Secondary education — standardized high school transcript
	WAC 181-87-093	Failure to assure the transfer of student record information or student records
	WAC 392-121-182	Alternative learning experience requirements
	WAC 392-122-228	Alternative learning experiences for juvenile students incarcerated in adult jail facilities
	WAC 392-500-025	Pupil tests and records — Tests — School district policy in writing

Adoption Date: 2/11/75
Franklin Pierce Schools
Revised: 11/18/08; 4/9/13; 9/8/15; 4/16/19; 1/21/20; 1/17/23
Classification: Essential



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: December 13, 2022
SUBJECT: Policy 5001: Hiring of Retired School Employees

BACKGROUND INFORMATION

Board Policy 5001: Hiring of Retired School Employees is being updated based on HB 1699 – School District Employees – Retired Individuals – Pension. This legislation permits school districts to hire retired school district employees for up to 1,040 hours per school year without disruption to the retired employee's pension benefits through July 1, 2025.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

HIRING OF RETIRED SCHOOL EMPLOYEES

The district will recruit, select, and employ the best-qualified individuals as employees. The district may employ persons retired from the Teachers' Retirement System (TRS), the School Employees' Retirement System (SERS), or the Public Employees' Retirement System (PERS). A retired employee will only be rehired pursuant to this district policy.

~~Until August 1, 2020, the district may employ teachers in TRS Plan 2 or 3 who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or RCW 41.32.875(3)(b). Such employment is subject to the following conditions: 1) One calendar month must have elapsed since the retiree's accrual date; 2) The retiree must be employed exclusively as either a substitute teacher as defined in RCW 41.32.010(48)(a) or in an instructional capacity (as opposed to an administrative or supervisory capacity); and 3) The district must compensate its substitute teachers at a rate that is at least 85% of the full daily amount allocated by the state to the district for substitute teacher compensation.~~

~~All retirees in TRS, SERS, and PERS may work an annual threshold of eight hundred sixty-seven (867) hours per year while receiving retirement benefits. The annual threshold for TRS Plan 1 retirees is calculated per fiscal year. All other plans are calculated per calendar year. Qualified hours are determined by whether the retiree works in an eligible position as defined by RCW 41.32.010(48)(a) or by the Department of Retirement Systems (DRS).~~

TRS Plan 1 Retirees

TRS Plan 1 retirees who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative position for up to 867 hours in a school year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 1 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a school year and continue to receive their pension payments.

TRS Plan 2 & Plan 3 Retirees

TRS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

TRS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) and who reenter employment more than one calendar month after their accrual date and after June 9, 2016, may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

SERS Plan 2 & 3 Retirees

SERS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

SERS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) and who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, SERS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

PERS Retirees

PERS retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, PERS retirees who enter reemployment more than 100 days after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.40.630(3)(b) or 41.40.820(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

District Responsibilities

The district will abide by the following process when considering a retiree for employment:

- A. The board of directors will approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered;
- B. Applicant(s) will be evaluated and considered equally, selecting the candidate who best meets the needs of the district;
- C. There will be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement;
- D. Employment will be limited to a maximum of a one-year, non-continuing contract or appointment;
- E. Subject to any applicable bargaining agreements, vacancies filled by retirees will be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment;

- F. The district will provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out; and
- G. The district will report the number of hours worked by the retiree to DRS.

Retired Employee Responsibilities

The following conditions of employment will apply to retirees that are re-employed:

- A. Retired applicants will disclose to the district whether they are retired from a Washington state retirement plan;
- B. Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retire/rehire position with the district;
- C. Retirees are subject to the same collective bargaining membership as other one-year temporary employees; and
- D. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

Legal References:	<u>RCW 28A.405.900</u>	<u>Certain certificated employees exempt from chapter revisions</u>
	RCW 41.32	Teachers' retirement
	<u>RCW 41.32.570</u>	<u>Post-retirement employment – Reduction or suspension of pension payments</u>
	<u>RCW 41.32.802</u>	<u>Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership</u>
	<u>RCW 41.32.862</u>	<u>Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership</u>
	<u>Chapter 41.35 RCW</u>	<u>Washington school employees' retirement system</u>
	<u>RCW 41.35.060</u>	<u>Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership</u>
	Chapter 41.40 RCW	Washington public employees' retirement system
	<u>RCW 41.40.037</u>	<u>Services by retirees – Break in employment requirement – Reduction of retirement allowance upon reemployment – Reestablishment of membership</u>

Adoption Date: 9/11/07
Franklin Pierce Schools
Revised: 11/18/08; 11/8/11; 12/13/16; 1/17/23; 1/17/23
Classification: Essential



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: December 13, 2022
SUBJECT: Policy 5410: Holidays

BACKGROUND INFORMATION

Board Policy 5410: Holidays is being updated to include Native American Heritage Day and Juneteenth as district recognized holidays.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

HOLIDAYS

The district will observe the following school holidays and will not operate on these days:

- A. New Years' Day (January 1);
- B. Martin Luther King, Jr. Day (third Monday in January);
- C. President's Day (third Monday in February);
- D. Memorial Day (last Monday in May);
- ~~D.E.~~ Juneteenth (June 19);
- ~~E.F.~~ Independence Day (July 4);
- ~~F.G.~~ Labor Day (first Monday in September);
- ~~G.H.~~ Veteran's Day (November 11);
- I. Thanksgiving Day (fourth Thursday in November);
- ~~H.J.~~ Native American Heritage Day (fourth Friday in November); and
- ~~I.K.~~ Christmas Day (December 25).

Whenever any legal holiday falls on Sunday, the following Monday will be a legal holiday, and whenever any legal holiday falls on a Saturday, the preceding Friday will be a legal holiday.

In addition to the above, the following shall also be considered to be holidays:

- A. The day before Christmas (December 24);
- ~~B. The day after Thanksgiving; and~~
- C.B. The Friday of spring vacation.

Legal References: RCW 1.16.050
RCW 28A.150.050

Legal holidays and legislatively recognized
days
School Holidays

Adoption Date: 9/10/91
Franklin Pierce Schools
Revised: 8/15/00; 11/18/08; 1/17/23
Classification: Optional



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: December 13, 2022
SUBJECT: Policy 5610: Substitute Employment

BACKGROUND INFORMATION

Board Policy 5610: Substitute Employment is being updated based on HB 1699 – School District Employees – Retired Individuals – Pension. This legislation permits school districts to hire retired school district employees for up to 1,040 hours per school year without disruption to the retired employee's pension benefits through July 1, 2025.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

SUBSTITUTE EMPLOYMENT

The board authorizes the employment of a certificated substitute in the absence of a certificated staff member. In addition, the district may use a substitute in place of a regularly-contracted staff member when:

- A. Enrollment uncertainties exist at the beginning of a school year; or
- B. Resignations of regular staff do not allow sufficient time for the district to employ an immediate replacement.

On either of these occasions, the district will employ a contracted staff person within a reasonable time.

The superintendent will be responsible for establishing the procedures by which teachers request substitutes and by which substitute teachers are assigned, employed, and compensated.

Substitute teachers who have served for 20 full consecutive working days in the same assignment will, from the 21st day of service on, be paid the higher rate established in Section 26.7 of the Franklin Pierce Education Association collective bargaining agreement.

The board authorizes the employment of a spouse of a board ~~member~~director as a substitute teacher when the superintendent deems that there is a shortage of substitute teachers in the district.

Retired teachers or administrators may ~~work up to eight hundred sixty-seven (867) hours of employment. be employed as substitutes in accordance with Policy 5001.~~

If the superintendent reasonably anticipates that the list of qualified, willing substitutes will be exhausted, emergency substitute certification may be sought from the Office of the Superintendent of Public Instruction for persons not fully qualified for a teaching or substitute certificate. Substitutes holding emergency certification may only be assigned work when the list of fully-qualified substitutes is exhausted.

The board authorizes the employment of a classified substitute in the absence of a classified staff member when a program will be adversely affected by the regular staff member's absence and when a substitute can perform the duties in a reasonable manner. A classified substitute employee's eligibility to purchase retirement service credit will be determined according to RCW 41.35 and retirement system rules. "Substitute classified employee" means a classified employee who is employed by the district exclusively as a substitute for an absent employee. The superintendent is authorized to establish procedures relating to the use of substitute classified staff.

By October 1 of each year, the district will report to the Office of the Superintendent of Public Instruction: 1) The number of substitute teachers hired per school year; 2) the number of hours worked by each substitute teacher; ~~2) The number of substitute teachers hired under the expedited certification process for out-of-state teachers~~ 3) the number of substitute teachers

that received benefits under the school employees' benefits board; 34) tThe full daily compensation rate per substitute teacher; and 45) tThe reason for hiring the substitute teacher.

Legal References:	RCW 28A.300	Superintendent of Public Instruction
	RCW 28A.330.240	Employment Contracts
	RCW 28A.400.300	Hiring and discharging employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers
	RCW 28A.405.900	Certain certificated employees exempt from chapter provisions
	RCW 28A.410.010	Certification — Duty of professional educator standards board — Rules — Record check — Lapsed certificates — Superintendent of Public Instruction as administrator
	RCW 41.32.570	Postretirement employment — Reduction or suspension of pension payments
	RCW 41.35	Washington school employees' retirement system
	RCW 42.23.030(9)	Interest in contracts prohibited — Exceptions
	RCW 28A.300.615	Substitute teachers – Hiring and compensation reporting
	RCW 41.32.802	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership
	RCW 41.32.862	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership
	RCW 41.35.033	Membership – Service credit – Substitute employees – Rules
	RCW 41.35.060	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 – Reestablishment of membership
	RCW 41.40.037	Service by retirees – Break in employment requirement – Reduction of retirement allowance upon reemployment – reestablishment of membership
	RCW 42.23.030	Interest in contracts prohibited – Exceptions
	WAC 181-79A-231	Limited certificates

Adoption Date: 11/18/08
Franklin Pierce Schools

Revised: 11/8/11, 11/8/16; 12/13/16; 1/17/23

Classification: Priority



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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Policy 1220: Board Officers and Duties of Board Directors

BACKGROUND INFORMATION

This policy refers to WSSDA's assembly for voting upon positions as its "Legislative Assembly." In 2019 WSSDA's membership voted to combine its Legislative Assembly and Delegate Assembly into one General Assembly. The revisions to this policy update the name "Legislative Assembly" to "General Assembly." These are non-substantive revisions. According to FPS Policy 1310: Policy Adoption, Manuals, and Administrative Procedures, "non-substantive editorial revisions and changes in administrative, legal, and/or cross references need not be approved by the board".

For consistency, as we update policy and procedure, we are continuing to replace titles like "school director" or "board member" with the title "board director". To better reflect Franklin Pierce School Board language, references to "president/chair" are now limited to "president", and references to "study sessions" are renamed "work sessions".

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

BOARD OFFICERS AND DUTIES OF BOARD MEMBERDIRECTORS

President/~~Chair~~

The president/~~chair~~ presides at all meetings of the board and signs all papers and documents as required by law or as authorized by action of the board. The president/~~chair~~ conducts the meetings in the manner prescribed by the board's policies. The president/~~chair~~ has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It is the responsibility of the board president/~~chair~~ to manage the board's deliberation so that it will be clear, concise, and directed to the issue at hand; to summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president/~~chair~~ will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board memberdirectors and the superintendent, copies of the correspondence received on behalf of the board.

The president/~~chair~~ is authorized to consult with the superintendent on issues such as board meetings, study-work sessions, and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the president/~~chair~~ or his/her designee will serve as the spokesperson of the board. The president/~~chair~~ is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president/~~chair~~ will avoid speculating upon actions or decisions which the board may take but has not yet taken.

Vice President

The vice president will preside at board meetings in the absence of the president/~~chair~~ and will perform all of the duties of the president/~~chair~~ in case of his/her absence or disability.

Legislative Representative

The legislative representative serves as the board's liaison with the Washington State School Directors' Association (WSSDA) on legislative issues. The legislative representative will be elected from among the board memberdirectors at the first regular meeting at which newly elected board memberdirectors are seated during election years and will serve for a period of two years. The legislative representative will represent the board at WSSDA's Legislative General Assembly, conveying local views and concerns to that body and, when appropriate, obtaining their board's support for a legislative proposal to be submitted to the Assembly and supporting it at the Assembly. The legislative representative will monitor proposed school legislation and provide legislative updates periodically at board meetings. Additionally, he/she

will build relationships with local policy makers regarding WSSDA's legislative positions and priorities.

Duties of Individual Board MemberDirectors

The authority of individual board memberdirectors is limited to participating in actions taken by the board as a whole when legally in session. Board memberdirectors will not assume responsibilities of administrators or other staff members. The board or staff will not be bound in any way by any action taken or statement made by any individual board memberdirector except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board memberdirector will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each memberdirector is obligated to attend board meetings regularly. Whenever possible, each director will give advance notice to the president/~~chair~~ or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board memberdirector's position vacant after four consecutive unexcused absences from regular board meetings.

Legal References: RCW 28A.330.030
RCW 28A.330.040
RCW 28A.330.080
RCW 28A.330.200

RCW 28A.343.390

Duties of president
Duties of vice-president
Payment of Claims — Signing of warrants
Organization of the Board — Assumption of
superintendent's duties by Board member,
when
Quorum — Failure to attend meetings

Adoption Date: 10/14/97
Franklin Pierce Schools
Revised: 5/14/02; 5/13/08; 6/13/17; 1/21/20; 12/13/22
Classification: Discretionary



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: December 13, 2022
SUBJECT: Procedure 2020P: Course Design, Selection, and Adoption of Instructional Materials

BACKGROUND INFORMATION

Procedure 2020P: Course Design, Selection, and Adoption of Instructional Materials is updated to operationalize policy changes. Further, additions are made to be consistent with the WSSDA model and address exceptions in the regular adoption processes of the district. Finally, some edits are made to update language consistent with district practice.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

COURSE DESIGN, SELECTION, AND ADOPTION OF INSTRUCTIONAL MATERIALS

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials shall be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive supports matched to student needs.

Course Design

Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design; and if necessary, to review and select new instructional materials;
- Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC) or Teaching and Learning Services;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

Social Studies Curriculum Review or Adoption

When the district adopts or reviews the social studies curriculum, it will incorporate history, culture, and government of the nearest federally recognized Indian tribe. During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will make intentional outreach to collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The district will collaborate with the Office of the Superintendent of Public Instruction on curricular areas regarding tribal government and history that are statewide in nature.

New Courses or Major Modifications to Existing Courses

A new course offering or major course modification that proposes significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college, ~~and~~ career, and community pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, supplemental, intervention, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure. The district office will provide such technical assistance as may be necessary. ~~to accomplish this.~~

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Materials Type	Role				
	District Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core Primary instructional resources for a given course	Adoption Committee		Designates adoption process to Teaching and Learning Department <u>Services</u>	Review for recommendation to the School Board	Adopt
Supplemental Materials used in conjunction with core, to extend and support instruction	Adoption Committee, Certificated Teaching Staff		Designates adoption process <u>and approval</u> to Teaching and Learning Services <u>Department</u>	Review for recommendation to the School Board	Adopt
Intervention Materials designed to support strategic or intensive interventions	Adoption Committee, Teaching and Learning Services Staff		Designates <u>approval to Learning Support Services and/or</u> Teaching and Learning Services <u>Departments</u>		
Temporary Supplemental Materials used with core materials that are of interest or value for a short period of time	District Staff - within District Guidelines	Principal Approval			

Instructional Materials Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media. With the use of film, the following guidelines are in place:

- Video clips of 20 minutes or less can be used with pre-approval by a building administrator.
- R-rated film media, including video clips, will not be used.
- PG-13 rated film media, including video clips, cannot be used below the 9th grade level.
- Full length entertainment films/television media requires Teaching and Learning Services ~~Instructional Materials Committee (IMC) and Board~~ approval. Building administrator approval is required for each use on an annual basis for up to three additional years. After four years, the material requires renewed approval from ~~the IMC and Board~~ Teaching and Learning Services.

Technology-Based Resources

When instructional materials are technology based, district educational technology staff shall be consulted regarding the technological impacts of the suggested program, and the technology approval process shall be initiated. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Materials Selection

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core ~~and supplemental~~ materials used by the district in conformance to stated criteria. The committee will act upon requests for core ~~and supplemental~~ materials approval and will evaluate and act upon citizens' requests for reconsideration of core and supplemental materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chair ~~man~~ person if necessary. The committee secretary will publish the committee meeting schedule.

The committee membership will consist of:

- The following district administrators are designated as permanent members:
 - Administrators in charge of Teaching and Learning Services (including the committee chairperson);
 - Administrator in charge of PK-12 Education;
 - Administrator in charge of Career and Technical Education or designee; and
 - ~~Administrator in charge of Learning Support Services.~~

- The following members will be appointed for three-year terms:

- One representative nominated by each ~~member-director~~ of the school board;
- One community representative that may be appointed by the superintendent;
- Three school-based administrators, one from each level;
- District curriculum specialists;
- One librarian/information technology specialist; and
- Staff members from schools not represented by any of the above.

Other members will be appointed by the superintendent or designee. Membership must be approved by the board of directors. Temporary appointments of one year or less may be made to fill vacancies. The Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district's developed curriculum and strategic priorities and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. Provide clear and appropriate differentiation components for ~~English—Language~~ Multilingual Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, socio-economic status, ability, family status, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. Core materials will be reviewed according to ~~superintendent~~-established procedures to ensure compliance with the above selection criteria and by using research-based evaluation tools.

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

Core ~~and supplemental~~ materials will be approved by the Board prior to their use in classrooms.

Regularly Scheduled Core Materials Updates

Any courses using Open Educational Resources (OER) as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and formal recommendation for board adoption.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School and Advanced Placement (AP)

College in the High School consistent with the requirements under Chapter 28A.600 RCW and AP courses may have varying course designs and specific instructional materials requirements as necessitated by their course credit transfer requirements.

OSPI-Sponsored Curriculum

OSPI-developed curriculum resources consistent with goals for college, career, and community readiness may have specific instructional materials requirements.

Field Testing

The superintendent or designee may consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional materials of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Supplemental Materials Selection

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental materials to the professional staff of the district. This includes preparing student reading lists using state standards-aligned resources/repositories. Staff will apply district procedures, including bias review, for the review of instructional materials in the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Intervention Instructional Materials Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or designee ~~based upon a similar adoption process~~ based upon evidence from the reputable sources and/or, when appropriate or necessary, field testing.

Temporary Supplemental Material Selection

Temporary Supplemental materials will not require IMC approval or board adoption. The superintendent shall delegate responsibility for examining, evaluating, and selecting all ~~supplemental and~~ temporary supplemental materials to the professional staff ~~in schools of the district~~. Staff will rely on reason and professional judgment in the selection of high-quality temporary supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While temporary supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, socio-economic, ability, family status, or other social groups; and other sensitive issues.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
 - a. If the challenged instructional material is a temporary supplemental material, a parent/guardian or employee may make a written request to the principal to withdraw the material from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision.

- b. If the instructional material is core, supplemental, or intervention material, the parent/guardian or employee may register a request for reconsideration with the superintendent or designee. This request will be forwarded to the Instructional Materials Committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional materials reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days.

Date: 11/30/94

Revised: 10/10/06; 9/9/08; 12/8/09; 8/16/11; 10/8/13; 3/11/20; 1/17/23



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent
DATE: December 13, 2022
SUBJECT: Procedure 3231P: Student Records

BACKGROUND INFORMATION

Board Procedure 3231P: Student Records is being updated to reflect WSSDA's recommended changes to this essential procedure. Revisions focus on the right of a parent/guardian, or student over the age of 18, to request an amendment to student records and the hearing process if the request is denied. Previous version included divisive verbiage such as "challenge" and "demand".

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

STUDENT RECORDS

The district records custodian will manage student records in the following manner:

Type of Records

Student records are divided into two categories: the cumulative folder and supplementary records.

A. Cumulative Folder

The cumulative folder may contain all information about a student that is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's/guardian's name, ethnic classification, emergency information including parent's/guardian's place of employment, family doctor, babysitter, siblings); attendance records, including date of entry and withdrawal; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as will enable staff to counsel with students and plan appropriate activities. Identifying information may be limited if the student is a participant in the state Address Confidentiality Program.

B. Supplementary Records

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as confidential health information or reports connected with assessment and placement of a student who is formally identified as a "focus of concern;" reports from non-school persons and organizations such as physicians, psychologists, and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; and current reports of psychological tests and progress reports related to a student's disabling condition. All such reports included in records will be dated and signed.

For the purpose of this procedure, working notes of staff are defined as those records about students that are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of this procedure.

Accessibility of Student Records

Information contained in the cumulative folder and/or supplementary records will be provided to persons and agencies as follows:

A. Parents/Guardians

Parents/guardians of dependent children have the right to inspect the cumulative folder and/or supplementary records of their children.

1. Upon the request of the parent or a staff member, a qualified staff member will provide the parent/guardian with analysis and interpretation of all information in the cumulative folder and supplementary records. The review will occur within five school business days after the district receives a request unless a written

explanation for the failure to do so is supplied by the custodian of records. In no case will the review occur later than 45 days after the parent/guardian makes the request.

2. Inspection and review will be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Custodians will provide assistance in the interpretation and analysis of student records as needed. Although records must remain within district control, they may be copied or reproduced by or for the parent/guardian or eligible student at their own expense.

B. The Student

Upon the request of the student, a qualified staff member will interpret information from the cumulative folder to the student. The qualified staff member will interpret information contained in supplementary records to the student upon his/her request and with the consent of the parent/guardian. The adult student may inspect his/her cumulative folder and supplementary records. The right of access granted the parent/guardian or adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district. The parent/guardian and adult student will have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access will apply only to that portion of the record or document that relates to the student. Upon graduation from high school, a student may request to receive a final transcript in addition to the diploma.

Parents/guardians and adult students will be notified annually of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act through the following notice: Franklin Pierce Schools Statement of Student Rights and Responsibilities and Annual Notices, and district website.

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents/guardians or eligible students should submit a written request to the district records custodian that identifies the record(s) they wish to inspect. The records custodian will arrange for access and notify the parent/guardian or eligible student of the time and place where they may inspect the records.
2. The right to request amendments to the student's education records that the parent/guardian or eligible student believes to be inaccurate or misleading. Parents/guardians or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent/guardian or eligible student, the district will notify the parent/guardian or eligible student of the decision and advise them of their right to

a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions permitting disclosure without consent are deemed by the district as necessary to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

C. Staff

Staff or other school officials who have a legitimate, educational interest in a student will have access to the cumulative folder and any supplementary records.

D. Other Districts

Other districts will be provided with records upon official request from the district, ~~unless the student has an outstanding fee or fine. In those instances the enrolling school will be provided with the student's academic, special placement, immunization history, discipline records, official juvenile court records, and history of violence within two school days, but the official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.~~ At the time of transfer of the records, the parent/guardian or adult student may receive a copy of the records at his/her expense if requested and will have an opportunity to challenge the contents of the records. Parents/guardians will be advised through the annual Student Rights and Responsibilities Handbook that student

records will be released to another school where the student has enrolled or intends to enroll.

E. Other Persons and Organizations

Prospective employers may request to review the transcript of a student. The district will advise each parent or adult student at least annually that such requests will be honored only upon a signed release of the parent or adult student. The district will release information contained in the student's cumulative folder and supplementary records to persons and organizations other than the student, parent/guardian, staff, and other districts only with the written consent of the parent/guardian or adult student with the following exceptions:

1. The district may release directory information publicly without consent upon the condition that the parent/guardian or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. The district will not release directory information for commercial reasons. The district has designated the following as directory information: a the student's name; address, telephone number, and email address; photograph-image or likeness in pictures, videotape, film, or other medium; address, telephone number, date and place of birth; a student's program of study; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; diplomas and awards received; and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number), or other personally identifiable information is not considered directory information.
2. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
3. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy).
4. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents/guardians by persons other than the representatives of such organizations and if such information will be destroyed when no longer needed for the purpose for which it has been gathered.

5. Information may be released in compliance with a judicial order or lawfully issued subpoena including ex parte court orders under the USA Patriot Act, upon condition that a reasonable effort was made to notify the parent/guardian or adult student in advance of such compliance unless such notice is not allowed by the order or subpoena. In compliance with the federal Uninterrupted Scholar's Act of 2013, when a parent is a party to a court proceeding involving child abuse or neglect (as defined in Section 3 of the Child Abuse and Prevention and Treatment Act, 42 U.S.C. 5101) or dependency matters, and the order is issued in the context of that proceeding, the district is not required to provide additional notice (i.e., in addition to the court's notice) to the parent prior to release of the information.
6. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons. The district will take into account the totality of the circumstance and determine if there is an articulable and significant threat to the health or safety of the student or other individuals. When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of such release will be maintained as part of the specific record involved. Telephone requests for information about students will not be honored unless the identity of the caller is known and the caller is authorized to receive the information under provisions of these procedures. A record will be made of any such release of information and placed in the student's cumulative folder. This record of access will include date of access, name of the party granted access and the legitimate educational interest of the party granted access.
7. In compliance with the federal Uninterrupted Scholar's Act of 2013, information regarding students in foster care may be released without prior written consent of the parent or eligible student to agency caseworkers or other representatives of state or local child welfare agencies or tribal organizations who are legally responsible for the care and protection of the student, for purposes related to the student's case plan.
8. A high school adult student and/or parent/guardian may grant authority to the district permitting prospective employers to review the student's transcript.

Confidential Health Records

Confidential health records should be stored in a secure area accessible only to the school health care provider, unless an appropriately executed release under ~~Chapter-~~ 70.02 **RCW** has been obtained. Such records are also covered by the Family Education Rights and Privacy Act, permitting parent/guardian access to review and otherwise exercise FERPA rights regarding the records. There is a higher standard of confidentiality and minor students' rights of privacy for records pertaining to HIV, sexually transmitted diseases, drug or alcohol treatment, mental health treatment, family planning, or abortion. The releases for information regarding sexually transmitted diseases, HIV, and drug or alcohol treatment are more restrictive than ordinary medical releases.

ChallengesAmendment of Records and Hearings

At the time of inspection and review, the parent/guardian or adult student granted access to records may ~~challenge the appropriateness and accuracy of any record directly related to the~~

~~student and may demand correction or deletion request that information in the student's records be amended.~~ Custodians (e.g., teacher, counselor, nurse, psychologist) may honor such demands by correcting or deleting records which are misleading, violate privacy, or inaccurate, provided that the senior custodian (principal or department head) concurs.

If the senior custodian denies the demanded requested correction or deletion, the parent/guardian or adult student may request an informal hearing before the superintendent or designee, which hearing will be held within 10 school days of the receipt of such request. During the hearing, the superintendent or designee will review the facts as presented by the parent/guardian or adult student and the custodian and decide whether or not to order the demanded correction or deletion. The superintendent or designee will send his/her written decision to the parent/guardian or adult student within 10 school days of the hearing.

~~Upon denial of correction or deletion by the superintendent, the parent/guardian or adult student may make a written request for a Board hearing, which is closed to the public to be conducted in conjunction with the Board's next regular meeting. During such hearing, the Board will review the facts as presented by the parent/guardian or adult student and senior custodian and decide whether or not to order the demanded correction or deletion. The Board will send its written decision to the parent/guardian or adult student within 10 school days of the hearing.~~

~~If the district still decides not to amend the records as a result of the hearing, the p~~Parents/guardians or adult students ~~challenging the appropriateness and accuracy of student requesting an amendment of the~~ records may insert a written explanation of their objections in such records.

Maintenance of Student Records

The student's principal, counselor, or teacher will be the custodian of the cumulative folder. The principal or the student's counselor will be the custodian of the supplementary records. Duplicate copies of all guidance case study reports and reports from non-school agencies contained in a student's supplementary record may be maintained in the district office under the supervision of the superintendent or designee.

Custodians will:

- A. Maintain only those records authorized by these procedures;
- B. Safeguard student records from unauthorized use and disposition;
- C. Maintain access records;
- D. Honor access requests for parent/guardian or adult student;
- E. Delete or correct records upon approval of the senior custodian or upon order of the superintendent or designee or the board; and
- F. Follow the records review schedule and procedures established by the senior custodian.

Senior custodians may assume the duties of custodians and will:

- A. Request student records from other schools;
- B. Maintain security of student records;
- C. Transfer, destroy, and expunge records as permitted;
- D. Supervise activities of their custodians;
- E. Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents/guardians or adult students;

- F. Establish records review schedules and procedures for their respective schools or departments in accordance with procedures governing records disposition. (Psychological test scores will be reviewed annually to determine their relevance to the continuing educational needs of the student.).
- G. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district, remove for retention, preservation, or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and
- H. Certify to the district records custodian by June 30 of each year the following:
 - 1. Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law; and
 - 2. Required reviews have been accomplished.

The district records custodian will provide overall supervision of student records management and control and will enforce the student records policy and the administrative procedures.

The district will use an array of methods to protect records, including passwords, physical controls (such as locked cabinets), technological controls (such as role-based access controls for electronic records), and administrative procedures.

Disposition of Student Records

The permanent student record will serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.

Within ten days after receiving a request, the district will furnish a set of unofficial educational records to the parent/guardian of a student transferring out of state who meets the definition of a child of a military family in transition. When a student transfers to another school in the district, all records including the permanent student record will be transmitted to the other school. When a student transfers to a school outside of the district, the senior custodian will purge the cumulative folder of all nonofficial, extraneous information. A copy of all records will be sent to the requesting school. ~~unless the student has an outstanding fee or fine. In those instances, the enrolling school will be provided with information regarding the student's academic, special placement, immunization history, discipline records, official juvenile court records, and history of violence within two school days, and a copy of the records will be sent as soon as possible. The official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine.~~ The cumulative folder for an elementary or middle school student who leaves the district will be maintained for three (3) years after discontinuance of enrollment in the district.

Cumulative folders and supplementary records of high school students will be retained according to the Washington State Records Retention Schedule. In all cases, the student's permanent record card will be retained in perpetuity by the district.

At the time a student graduates from school or ceases to need special educational services, the parent/guardian or adult student will be informed that personally identifiable information regarding the disabling condition is no longer needed for educational purposes AND that the special education records will be retained by the district for six (6) years before being destroyed

pursuant to the School Districts and Educational Districts Records Retention Schedule approved in accordance with RCW 40.14.070.

When informing the parent/guardian or adult student about his/her rights regarding such records, the district will advise the parent/guardian or adult student that the information may be needed by the student or the parent/guardian to establish eligibility for certain adult benefits, e.g., social security AND that the parent/guardian/adult student should ensure that they possess the necessary documentation, or request copies of certain records from the district BEFORE the district records are destroyed in six (6) years. At the parent's/guardian's or adult student's request, the record information relating to the disabling condition will be destroyed but ONLY after the records have met their six (6) year retention requirement pursuant to the School Districts and Educational Districts Records Retention Schedule. The district may, in its discretion, choose to retain these records for a longer period of time for business purposes.

A parent/guardian or adult student, at his/her expense, may receive a copy of all records to be transmitted to another district.

Large Scale Destruction of Student Records

After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian will bundle all records and send them to the district office. Each bundle will be plainly marked: "Student Records--for Destruction," dated and signed by the senior custodian. A summary sheet will be completed and retained in the office. The sheet will indicate: "As of this date, I have determined that the following records may be destroyed in accordance with district and state requirements and have submitted them for destruction." The summary sheet will be dated and signed by the senior custodian.

Electronic Records

Electronic records (including e-mail and web content) created and received by the district in the transaction of public business are public records for the purposes of RCW 40.14 and will be managed consistent with all of the laws and regulations governing the retention disclosure, destruction and archiving of public records. The district will manage electronic records according to the same provisions as paper documents as set forth in the records retention schedules. Electronic records will be retained in electronic format and remain usable, searchable, retrievable, and authentic for the length of the designated retention period. The district will retain electronic records designated as archival in the original format along with the hardware and software required to read the data, unless the data has been successfully migrated to a new system. The district will retain records in compliance with the Local Government Common Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule in Washington State found at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Cut-Off

Whenever applicable, the retention period starts with the "cut-off." "Cut-off" is a term used to indicate files or records may be terminated on a predetermined date. "Cut-off" prevents current records from attaining unmanageable size and facilitates the filing of new records. Calendar year records may be "cut-off" on December 31, and a new file established on January 1; all fiscal year records can be "cut-off" only upon the completion of an action or event, such as termination of contract, final payment of a contract, termination of employment, etc. Regardless of the duration of the retention period, records series should be kept in the office files after "cut-off" only as long

as is necessary to satisfy: (1) active reference; (2) audit, when required; and (3) other operational requirements. Once these three factors have been satisfied, the records should be transferred to a records center or to an appropriate alternative format, including electronically for the remainder of the retention period.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent
DATE: December 13, 2022
SUBJECT: Form 3231F: Student Records

BACKGROUND INFORMATION

As we look to the logistics of our Guaranteed Admission Program (GAP) pilot, one piece we must address is parent/guardian notice and permission for release of information. GAP indicates opt-in or opt-out options are suitable. When districts do an opt-out, they typically include it in the Directory Information notice. As a result, Form 3231F: Student Records – Release of Directory Information is being presented as two separate documents, with significant formatting changes. Please note the “Current” and “Proposed” watermarks.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

STUDENT RECORDS – RELEASE OF DIRECTORY INFORMATION

REQUEST TO RESTRICT RELEASE OF INFORMATION

Student directory information may be released publicly without consent upon the condition that the parent/guardian or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent.

Student directory information is defined as:

Student name	Address, phone number, email	Most recent previous school attended
Photographs and videos	Dates of attendance	Weight and height of members of athletic teams
Diploma and awards received	Date of birth	Program of study
Participation in officially recognized activities and sports		

If you wish to restrict the release of student information, complete this form and return it to your student's school within ten school days of the start of the school year (or two weeks from date of enrollment). If no form is received, no restrictions will be applied. **Requests to restrict release of student information must be renewed each school year.**

Student Directory Information

Schools periodically release student directory information to outside organizations for purposes such as scholarship nominations, public library information, additional learning opportunities, athletic memberships, special organizational membership eligibility, etc.

☐ **Do Not Release Student Directory Information**

Partial Release or Restriction (Check all that apply)

Photos and videos of students and copies of their work may be used in district publications, newsletters, websites, and news releases for television and local news.

☐ **Do Not Release Photo or Video of Student and/or Work**

Under the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), public high schools must give the names, addresses, and telephone numbers of students to military recruiters upon request (ESSA, Title IV, 8528). This information is to be used specifically for armed forces recruiting purposes. Parents and students over the age of 18, have the right to instruct the school in writing that this information is not to be released.

☐ **Do Not Release Information to Military Recruiters**

Student information may be shared with institutions of higher learning, i.e. vocational schools, skill centers, colleges, universities. Information shared with higher education may also include GPA and parent/guardian email.

☐ **Do Not Release Information to Higher Education**

Pictures taken during the school year will be published in the yearbook.

☐ **Do Not Release Photo for Yearbook**

Student Name:	School Attending:
Address:	City, State, Zip:
Print Requestor's Full Name:	Requestor's Relationship to Student:
Requestor's Signature:	Date:

Note: Students who are 18 years of age may sign their own request form.

January 2023

STUDENT RECORDS – RELEASE OF DIRECTORY INFORMATION

This procedure will be followed when releasing directory information to other school districts and to public agencies.

TO: Parents
FROM: Principal of _____ High School

The Family Educational Rights and Privacy Act permits a school district to identify certain information as directory information, which may be publicly released without permission of the parents. Franklin Pierce Schools identifies this information as the following:

Name, address, telephone number	Weight & height of athletic team members
Date and place of birth	Dates of attendance
Major field of study	Diplomas and awards received
Participation in activities and sports	Most recent previous school attended

If you do not want this information released, please complete the form below and return within ten (10) school days. If we do not receive your notice by that date, we will assume that you have no objection to release of such information. If you have previously sent this notice to the school district, it will continue to be honored and it is not necessary to send another form.

If you wish to rescind this notice or a previous notice, please notify the school in writing.

TO: Principal of _____ High School

I do not wish directory information, as defined by the Franklin Pierce School District, concerning my child, _____, to be released from school records without my prior written consent. I understand this will include exclusion from student directory, parent organization mailing lists, school annuals and newspapers, commencement programs, publication of honor roles, and other school information about students in the public media.

Parent Signature _____

Date _____



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: December 13, 2022
SUBJECT: Policy 5201: Drug-Free Schools, Community, and Workplace

BACKGROUND INFORMATION

Policy 5201: Drug-Free Schools, Community, and Workplace is updated to reference and reflect new legislation. WSSDA indicates these revisions do not alter substantive provisions of the existing policy. According to FPS Policy 1310: Policy Adoption, Manuals, and Administrative Procedures, “non-substantive editorial revisions and changes in administrative, legal, and/or cross references need not be approved by the board”.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

DRUG-FREE SCHOOLS, COMMUNITY, AND WORKPLACE

The board has an obligation to staff, students, and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff serve.

For the purposes of this policy, the “workplace” is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The “workplace” includes any district building or any district property; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; and off-district property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district, which could also include work on a federal grant.

Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:

- A. Reporting to work or the workplace under the influence of alcohol, ~~or~~ illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- B. Using, possessing, or transmitting alcohol, ~~or~~ illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, in any amount, in any manner, and at any time in the workplace.
- C. Using district property or the staff member's position within the district to make or traffic alcohol, ~~or~~ illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- ~~C.D.~~ Using, possessing, or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.

Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, will be subject to disciplinary action, including termination.

Notification Requirements

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students, or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district office, will then determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee will notify his/her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such conviction. The district will inform the federal ~~government~~ granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

Each employee will be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy will be subject to disciplinary action, which may include termination. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the district at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The district may notify law enforcement agencies regarding a staff member's violation of this policy at the district's discretion or take other actions as the district deems appropriate.

Legal References:	RCW 69.50.435	Violations committed in or on public places or facilities — Additional penalty — Defenses — Construction — Definitions
	20 USC § 7101-71187	Safe and Drug-Free Schools and Communities Act (as amended by Title IV – 21 st Century Schools)
	21 U.S.C. § 812	Controlled Substance Act
	41 U.S.C. § 8103	Drug Free Workplace Requirements for Federal Grant Recipients

Adoption Date: 2/27/90
Franklin Pierce Schools
Revised: 3/26/91; 11/18/08; 9/11/12; 4/9/13; 4/4/17; 1/17/23
Classification: Essential



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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
12/01/22-12/05/22	Tim Enfield	Innovative Schools Summit <ul style="list-style-type: none">San Antonio, TX	<ul style="list-style-type: none">Title I Funds
2/17/23-2/19/23	Adrienne Brugman, Barb Mondloch, Bobbi Northcott	Learning and the Brain <ul style="list-style-type: none">San Francisco, CA	<ul style="list-style-type: none">LAP HP Funds
3/07/23-3/11/23	Connie Holman	Plain Talk about Literacy & Learning <ul style="list-style-type: none">New Orleans, LA	<ul style="list-style-type: none">General Funds
3/12/23-3/15/23	Donnielle Baumer, Bryan Zagar	Link Crew Training <ul style="list-style-type: none">Santa Cruz, CA	<ul style="list-style-type: none">Title I Funds



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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: December 13, 2022
SUBJECT: Executive Session

BACKGROUND INFORMATION

In accordance with RCW 42.30.110, an executive session of the school board directors to discuss the performance of a staff member will be held for approximately 30 minutes with no action to follow. The board will reconvene following the executive session to adjourn the regular meeting of the board of directors.

RECOMMENDATION

None.

ACTION REQUIRED

None. The executive session discussion is for information only.