

Board of Directors

Regular Meeting August 17, 2021 7:00 p.m.

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

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/82376546523?pwd=RIFYbGJnQ0hmVUpnR1BRTXFPUTBiUT0>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 823 7654 6523 Password: WsRm081721

Audience and community comments are welcome and will be limited to two minutes per person.
In-person attendees may sign up to comment at the check-in table upon arrival.
Online Zoom attendees may deliver written comments to or schedule oral comments with
the Superintendent's Office (kholtten@fpschools.org or 253-298-3010)
by 3 p.m. on August 16, 2021.

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

FRANKLIN PIERCE SCHOOLS

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

Franklin Pierce School Board's Operating Principles

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

Communications, Cooperation, and Trust

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

Effective Meetings

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

Decision Making

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

Addressing Citizen or Staff Complaints

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

Board Operations

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

REGULAR MEETING OF THE BOARD OF DIRECTORS
Ford Middle School Commons
August 17, 2021 – 7 p.m.

AGENDA

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

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/82376546523?pwd=RlFYbGJnQ0hmVUpnR1BRTXFPUTBiUT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 823 7654 6523 Password: WsRm081721

I. Call to Order

II. Flag Salute

III. Establishment of a Quorum

IV. Adoption of Agenda

V. Announcements and Communication

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

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent's Office (kholten@fpschools.org or 253-298-3010) by 3 p.m. on August 16.

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

VI. Consent Agenda

1. Minutes: July 6 and August 10, 2021A
2. Audit of Expenditures: July 2021B
3. Personnel ActionC
4. Budget Status Reports: June 2021D

VII. Unfinished Business

1. Policy 3413: Student Immunization and Life-Threatening Health ConditionsE

VIII. New Business

1. 2021-2022 Head Start AgreementF
2. 2021-2022 Early Childhood Education and Assistance Program AgreementG
3. 2021-2022 Native American Education Program Agreement and Title VII Formula GrantH
4. 2021-2022 Regional Online Learning Cooperative AgreementI
5. Recommendation to Award James Sales Elementary School Project - Phase 2.....J

IX. Proposals

1. Policy 5515: Workforce Secondary Traumatic StressK

X. Information

1. Procedure 2410P: High School Graduation RequirementsL
2. Procedure 5515P: Workforce Secondary Traumatic StressM

XI. Adjournment

Next Regular Meeting: September 14, 2021 at 7 p.m.

In-Person Public Meetings during the COVID-19 Pandemic

Franklin Pierce Schools will follow all health and safety guidance that applies to public meetings, including the Healthy Washington – Roadmap to Recovery plan, applicable federal, state, and local guidance, and the Open Public Meetings Act (OPMA).

- All persons attending Franklin Pierce School Board meetings in-person will be required to:
 - Sign in with contact tracing information including full name, phone number, email address, and residential or mailing address;*
 - Wear proper face covering when requested; and
 - Maintain six feet of physical distance from other people.
- A COVID-19 Site Supervisor will be present during each meeting to assist with safety processes. Hand sanitizer and face coverings will be available for anyone who needs them.
- All Franklin Pierce School District properties remain gun-free, smoke-free zones.
- Anyone unwilling or unable to meet these requirements will not be allowed to attend the meeting in person but they may attend remotely using Zoom webinar.
- Public Comments during the Announcements and Communication portion of the School Board Regular Meeting:
 - In-Person Attendees: Sign up at the check-in table upon arrival at the meeting location.
 - Online Zoom Attendees: Contact Kristin Holten at kholten@fpschools.org or 253-298-3010 by 3 p.m. the day prior to the meeting to submit written comments or receive instructions for commenting live using the Zoom webinar system.

** Contact information provided as part of the registration process is intended to assist public health authorities with contact tracing – the process of identifying and reaching out to people who may have been exposed to a person with COVID-19. Because that contact information is being provided for a public health purpose, it is not subject to disclosure under the Public Records Act (PRA). Proclamation 20-64, et seq.*

Franklin Pierce Schools

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 931 8926 3514 – (253) 215-8782 or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

July 6, 2021

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the meeting to order at 12:09 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

21-M-60

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

CONSENT AGENDA

21-M-61

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

(1) Minutes

Minutes of the Board of Directors were approved for the special and regular meetings held on June 15, 2021.

(2) Audit of Expenditures

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held July 6, 2021, authorized the County Treasurer to pay all warrants/transfers specified below.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
General Fund – Payroll	Direct Dep/Bank Fees	\$6,204,159.23	06/30/2021
	270024-270039	\$4,642.63	06/30/2021
	270040-270073	\$2,906,561.83	06/30/2021
General Fund – A/P	A/P Direct Deposit	\$13,848.50	06/15/2021
	269942-270013	\$643,186.77	06/15/2021
	A/P Direct Deposit	\$1,114,848.81	06/30/2021
	270074-270123	\$573,080.07	06/30/2021

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
Capital Projects	A/P Direct Deposit	\$289,237.39	06/15/2021
	270014-270021	\$4,863,989.43	06/15/2021
	A/P Direct Deposit	\$8,512.05	06/30/2021
	270124-270127	\$68,555.46	06/30/2021
ASB	270022-270023	\$366.43	06/15/2021
	A/P Direct Deposit	\$8,106.71	06/30/2021
	270128	\$74.66	06/30/2021
Trust	A/P Direct Deposit	\$485.02	06/30/2021

(3) Personnel Action

NEW HIRES

<u>NAME</u>	<u>JOB TITLE / LOCATION</u>	<u>EFFECTIVE DATE</u>
Allredge, Molly	Speech Language Pathologist / Learning Support Services	08/23/2021
Bates, Vicki	Executive Director of Teaching and Learning / Teaching and Learning	07/15/2021
Bremner, Timothy	Director of College and Career Readiness / NRSC - The Farm	07/01/2021
Fox, Meghan	Teacher / Brookdale	08/23/2021
Hillman, Kristen	Principal / Hewins ELC	07/01/2021
Jackson, Krysten	Paraeducator / Collins	08/31/2021
Jordan, Alexis	Social Worker / Keithley	08/23/2021
Kitchen, Rachelle	MS Instructional Coach / Ford	08/23/2021
McGlothlen, Rachel	Teacher / Midland	08/23/2021
Ness, Kaylee	Teacher / Midland	08/23/2021
Preston, Robert	Assistant Principal / Ford	07/01/2021
Rathburn, Emily	Teacher / Collins	08/23/2021
Rodriguez, Julia	Teacher / Washington	08/23/2021
Romberg, Jamie	ELL Teacher / Christensen	08/23/2021
Tillis, Genesis	Teacher / Harvard	08/23/2021
Uri, Sarah	Teacher / Collins	08/23/2021
Waage, Samantha	Teacher / Collins	08/23/2021
Weimer, Jennifer	Paraeducator / Midland	08/31/2021
Wilkinson, Taylor	Teacher / James Sales	08/23/2021

TERMINATIONS

<u>NAMES</u>	<u>JOB TITLE / LOCATION</u>	<u>EFFECTIVE DATE</u>
Aldana, Jeremy	Teacher / Christensen	08/31/2021
Anderson, Nia	Custodian / Elmhurst	06/28/2021
Boorn, Tammy	Teacher / Harvard	08/31/2021

TERMINATIONS (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Boskovich, Sylvia	Director of College and Career Readiness / The Farm & Admin	09/17/2021
Bott, Paula	Teacher / Ford	08/31/2021
Dwarshuis-Herrera, Megan	Paraeducator / Central Avenue	08/30/2021
Elliot, Brandee	MS Teacher / Ford	08/31/2021
Garcia Ramirez, Samantha	Paraeducator / Harvard	08/30/2021
Goucher, April	NSA III / Christensen	08/30/2021
Gregory, Christopher	Paraeducator / James Sales	06/17/2021
Hamel, Roland	Paraeducator / Franklin Pierce	08/30/2021
Hanson, Skilar	Paraeducator / Keithley	08/30/2021
Hazen, Bert	Special Ed Teacher / Brookdale	08/31/2021
Hoghaug, Thomas	Teacher / Washington	08/31/2021
Jarnesky, Mark	NSA III / Washington	08/30/2021
Lindsey, Jeffrey	Teacher / Franklin Pierce	08/31/2021
Lovell, Michele	Teacher / Franklin Pierce	08/31/2021
Marubayashi, Aimee	Teacher / Franklin Pierce	08/31/2021
McDermand, Joanne	NSA III / Washington	08/30/2021
McWright, Earle	Assistant Principal / Keithley	06/30/2021
Murray, Janelle	Teacher / Midland	08/31/2021
Navarro, Adriana	Paraeducator / Midland	08/30/2021
Navas de Gamarra, Mery	Paraeducator / Central Avenue	12/20/2020
Reed, Brooke	NSA III / Hewins ELC	08/30/2021
Rodriguez, Dana	Paraeducator / Hewins ELC	08/30/2021
Rodriguez, Levi	Paraeducator / Franklin Pierce	08/30/2021
Salter, Anastasha	Teacher / Keithley	08/31/2021
Sanchez Diaz, Jessica	Paraeducator / Keithley	08/30/2021
Simondet, Joshua	Teacher / Ford	08/31/2021
Troutman, Mandy	Teacher / Ford	08/31/2021
Zimmerman, Arika	Paraeducator / Franklin Pierce	08/30/2021

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Caldera, Nichole	Teacher / Ford	08/23/2021
Chanthabouly, Donna	Teacher / Brookdale	08/23/2021
Lee, Christy	Teacher / Washington	08/23/2021
Tuivaiaave, Jesse	Chief Custodian / GATES & Small Sites	06/23/2021
Van, Jennifer	Coordinator of Health & Wellness / Learning Support Services	07/01/2021

SPECIAL ACTION

NAME	POSITION / LOCATION	REASON
Berntsen, Anna	Special Ed Teacher / Brookdale	Change date employed from 8/31/2021 to 8/23/2021
Eisenhauer, Chelsey	Teacher / Keithley	Change date employed from 8/31/2021 to 8/23/2021
Vargas, Britt	Special Ed Teacher / Franklin Pierce	Change date employed from 8/31/2021 to 8/23/2021

(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 May 2021.

POLICY 3241: STUDENT DISCIPLINE AND POLICY 3200: RIGHTS AND RESPONSIBILITIES **21-M-62**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors adopt revised Board Policy 3241: Student Discipline and retire Board Policy 3200: Rights and Responsibilities.

SCHOOL BOUNDARY REVISIONS **21-M-63**

It was moved by Mr. Davis, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the boundary revisions as presented, to take effect through an FPS transition plan beginning during the 2022-2023 academic year.

MEMORANDUM OF UNDERSTANDING WITH PIERCE CONSERVATION DISTRICT **21-M-64**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Memorandum of Understanding between Franklin Pierce School District and Pierce Conservation District.

HEALTH SERVICES SURPLUS APPROVAL **21-M-65**

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve surplus of the listed Health Services items.

INFORMATION TECHNOLOGY SURPLUS APPROVAL **21-M-66**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve surplus of the listed Information Technology items.

SUPPORT SERVICES SURPLUS APPROVAL **21-M-67**

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the surplus of the listed buses.

2021-2024 SUPERINTENDENT'S CONTRACT **21-M-68**

It was moved by Mr. Davis, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the 2021-2024 Superintendent's Contract.

POLICY 3413: STUDENT IMMUNIZATION AND LIFE-THREATENING HEALTH CONDITIONS

Mr. John Sander, Executive Director of Learning Support Services, presented revised Board Policy 3413: Student Immunization and Life-Threatening Health Conditions for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

PROCEDURE 3413P: STUDENT IMMUNIZATION AND LIFE-THREATENING HEALTH CONDITIONS

Mr. John Sander, Executive Director of Learning Support Services, presented revised Board Procedure 3413P: Student Immunization and Life-Threatening Health Conditions as an information only item.

APPROVED OUT-OF-STATE STAFF TRAVEL REQUESTS

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

EXECUTIVE SESSION

Dr. Mendoza announced an executive session of the Board at 1:13 p.m. for approximately sixty minutes with no action to follow to discuss the performance of a staff member in accordance with RCW 42.30.110 and Board Policy 1410: Executive or Closed Sessions. Dr. Mendoza reconvened the meeting at 2:04 p.m.

ADJOURNMENT

Dr. Mendoza announced that the next regular meeting of the Board of Directors will be held on Tuesday, August 17, 2021, beginning at 7 p.m. The meeting will be held remotely or in the Ford Middle School Commons depending on current public health and open public meeting regulations.

There being no further business to transact, the meeting adjourned at 2:06 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

Administration Offices - 315 129th Street South - Tacoma, WA 98444 – (253) 298-3000
Board Directors and audience attended either via Zoom video Webinar ID 971 7910 4437 – (253) 215-8782
or in-person at Harvard Elementary School, 1709 85th Street East, Tacoma, WA 98445

August 10, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 8:12 a.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School Board Director End-of-Year Self-Assessment Results
2. Beginning-of-the-Year Board Business
 - Board Operating Principles
 - OPMA Considerations, Work Session Topics, Meeting Locations and Format
 - Student Representation on the School Board
 - Strategic Planning
 - Social Justice and Equity
 - Family and Community Partnerships
 - Universal Design for Learning
 - Construction and Bond Updates

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 4:00 p.m.

Secretary of the Board

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: August 17, 2021
SUBJECT: Audit of Expenditures

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held August 17, 2021, authorizes the County Treasurer to pay all warrants/transfers specified below. To obtain a copy of the detailed listing, please contact the Superintendent's Office.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
General Fund – Payroll	Direct Dep/Bank Fees	\$6,924,072.97	7/30/2021
	270195-270210	\$24,374.74	7/30/2021
	270211-270246	\$3,099,046.85	7/30/2021
General Fund – A/P	A/P Direct Deposit	\$17,284.49	7/15/2021
	270129-270180	\$311,822.14	7/15/2021
	270194	\$75,419.96	7/15/2021
	A/P Direct Deposit	\$474,517.84	7/30/2021
	270247-270298	\$301,772.23	7/30/2021
Capital Projects	A/P Direct Deposit	\$24,012.32	7/15/2021
	270180-270193	\$4,154,673.25	7/15/2021
	A/P Direct Deposit	\$14,697.21	7/30/2021
	270299-270310	\$180,271.02	7/30/2021
ASB	A/P Direct Deposit	\$25.00	7/15/2021
	A/P Direct Deposit	\$4,321.91	7/30/2021
Trust	A/P Direct Deposit	\$16.09	7/30/2021

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: August 17, 2021
SUBJECT: Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Allen, Audrey-Siobhan	Paraeducator / Brookdale	08/31/2021	Replacement
Barnett, Mishele	Teacher / Keithley	08/31/2021	Replacement
Beckmann, Timo	Teacher / Franklin Pierce	08/31/2021	Replacement
Blankenship, April	Teacher / Midland	08/31/2021	Leave Replacement
Bond, Jennifer	Teacher / Washington	08/31/2021	Replacement
Bougard, Nicole	Teacher / Keithley	08/31/2021	Replacement
Bryant, Julia	Teacher / Harvard	08/31/2021	Replacement
Chacon, Jasmine	Teacher / Keithley	08/31/2021	Replacement
Crawford, Aimee	Teacher / Brookdale	08/23/2021	Replacement
Dawson, Chloe	Paraeducator / James Sales	08/31/2021	Replacement
Drugge, Kyle	Teacher / Ford	08/31/2021	Replacement
Dudley, Thomas	Assistant Principal / Keithley	07/01/2021	Replacement
Entringer, Ashley	Psychologist / Learning Support Services	08/23/2021	Replacement
Farrow, Cassandra	Teacher / Brookdale	08/31/2021	Replacement
Fenton, Kristopher	Teacher / Ford	08/31/2021	Replacement
Fueston, Samantha	Teacher / Christensen	08/23/2021	Replacement
Gade, Tiffany	Paraeducator / Central Avenue	08/31/2021	Replacement
Gibbard, Kristin	Teacher / Brookdale	08/31/2021	Replacement
Gilbert, Celena	Teacher / Franklin Pierce	08/31/2021	Replacement
Gonzalez-Joya, Egaid	Paraeducator / Brookdale	08/31/2021	Replacement
Hansen, Lisa	Paraeducator / Brookdale	08/31/2021	Replacement
Jarvis, Cassandra	Speech Language Pathologist / Learning Support Services	08/23/2021	Replacement
Kellogg, Anneliese	Teacher / Midland	08/31/2021	Replacement
Kinney, James	Teacher / Keithley	08/31/2021	Replacement
Kissinger, Lisa	ECEAP Asst. Teacher / Hewins ELC	08/31/2021	Replacement
Ladwig, Jennifer	Paraeducator / Hewins ELC	08/31/2021	Replacement
Lebo, Faith	Teacher / Elmhurst	08/31/2021	Replacement
Long, Matthew	Teacher / Brookdale	08/31/2021	Replacement

NEW HIRES (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
McDougall, Colleen	Teacher / Franklin Pierce	08/31/2021	Replacement
Miles, Sierra	District Office Coordinator / Superintendent's Office	08/23/2021	Replacement
Miller, McKenna	Teacher / Franklin Pierce	08/31/2021	Replacement
Mosley, Rachele	Teacher / Christensen	08/23/2021	Replacement
Mosley, Cassandra	Paraeducator / Keithley	08/31/2021	Replacement
Mueller, Brooke	Teacher / Franklin Pierce	08/31/2021	Leave Replacement
Munoz, Mercedes	Paraeducator / Central Avenue	08/31/2021	Replacement
Nguyen, Khoa	Teacher / Ford	08/31/2021	Replacement
Oda, Marissa	Teacher / Elmhurst	08/31/2021	Replacement
Okada, Tomoko	Occupational Therapist 0.6 / Learning Support Services	08/23/2021	Replacement
Rowland, Dawn	Paraeducator / Central Avenue	08/31/2021	Growth
Simpson, Melissa	Paraeducator / Washington	08/31/2021	Replacement
Smith, Emily	Dean of Students / Keithley	08/31/2021	Replacement
Smith, Maya	Teacher / Ford	08/31/2021	Replacement
Smithlin, Jessica	Paraeducator / Washington	08/31/2021	Replacement
Stephens, Dena	Teacher / Ford	08/31/2021	Replacement
Thulin, Katrina	Teacher / Harvard	08/31/2021	Replacement
VanderWood, Nicole	Teacher / Midland	08/31/2021	Replacement
Vecchiato, Olivia	Teacher / Central Avenue	08/31/2021	Replacement
Watson, Shanta	Teacher / Ford	08/31/2021	Replacement
Watt, Alexis	Teacher / Christensen	08/23/2021	Replacement
Wheless, Madison	Teacher / Harvard	08/31/2021	Replacement
Workman, Kristina	Paraeducator / Keithley	08/31/2021	Replacement
Zhang, Allison	Teacher / James Sales	08/31/2021	Replacement

TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Barham, Kimberly	Teacher / Ford	08/19/2019	08/31/2021	Resignation
Cameron, Lydia	Teacher / Elmhurst	08/24/2015	08/31/2021	Resignation
Christian, Ashley	Teacher / Midland	08/31/2020	08/31/2021	Resignation
Christie, Elise	Paraeducator / Keithley	02/20/2020	08/30/2021	Resignation
Clark, Courtney	Teacher / James Sales	08/24/2015	08/31/2021	Resignation
Copeland, Brandon	Teacher / Keithley	08/19/2019	08/31/2021	Resignation
Dolly, Malissa	Teacher / Brookdale	08/21/2012	08/31/2021	Resignation
Graham, Nichole	Paraeducator / Brookdale	09/25/2019	07/30/2021	Resignation
Greer, Delanie	Custodian / Franklin Pierce	08/28/2018	08/11/2021	Resignation
Hale, Heidi	Paraeducator / Central Ave	03/21/1988	08/31/2021	Retirement
Irving, Deborah	Paraeducator / Collins	12/14/2018	08/30/2021	Temporary
Jenkins, Melinda	Teacher / Brookdale	08/19/2013	08/31/2021	Resignation
Jones, Jordan	Paraeducator / James Sales	03/23/2021	08/30/2021	Resignation

TERMINATIONS (continued)

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Knowels, Gary	Teacher / Keithley	08/19/2019	08/31/2021	Resignation
Marshall, Brenda	Paraeducator / Washington	10/06/1994	08/30/2021	Deceased
Moore, Wendy	Teacher / Brookdale	08/19/2013	08/31/2021	Resignation
Morton, Jordan	Public Engagement Manager / Administration Building	09/24/2018	07/30/2021	Resignation
Nelson, Todd	Teacher / Ford	08/14/2007	08/31/2021	Resignation
Scott, Jeffrey	Teacher / Keithley	08/28/2000	08/31/2021	Resignation
Seal, Kathryn	Paraeducator / Brookdale	02/08/2021	08/30/2021	Temporary
Stoltenberg, Kaitlyn	Teacher / Harvard	08/24/2015	08/31/2021	Resignation
Walsh, Amy	Paraeducator / Brookdale	01/26/2021	08/30/2021	Temporary
Wilson, Lauren	Paraeducator / Early Learning	10/28/2020	08/30/2021	Resignation
Wright, Cheyenne	Teacher / Elmhurst	08/20/2018	08/31/2021	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
Callaway, Rebecca	Paraeducator / James Sales	08/31/2021	Paraeducator / Washington	Reassignment
Duncan, Jordan	Paraeducator / Hewins ELC	08/31/2021	Education Intern / Central Avenue-Hewins ELC	Reassignment
Evans, Heather	Paraeducator / Keithley	08/31/2021	Paraeducator / Ford	Reassignment
Gust, Michelle	Paraeducator / Elmhurst	08/31/2021	Paraeducator / Midland	Reassignment
Johnson, Demetrius	Custodian / Franklin Pierce	07/26/2021	Assistant Chief Custodian / James Sales	Promotion
Lopez, Bianca	Paraeducator / Hewins ELC	08/31/2021	Paraeducator / Harvard	Reassignment
McClanahand, Kylie	Paraeducator / James Sales	08/31/2021	Paraeducator / Central Avenue	Reassignment
Monterroso, Elisa	Paraeducator / Brookdale	08/16/2021	Dual Language Office Assistant / Harvard	Reassignment
Rogers, Kara	Paraeducator / Keithley	08/31/2021	Paraeducator / Elmhurst	Reassignment
Singletary, Roberto	Assistant Chief / Brookdale	07/01/2021	Custodian / Washington	Reassignment
Tuivaiave, Jesse	Assistant Chief / James Sales	06/23/2021	Chief Custodian / GATES & Small Sites	Promotion

LEAVES OF ABSENCE

NAME	POSITION / LOCATION	LEAVE TYPE	LEAVING	RETURNING
Albers, Amanda	Teacher / Midland	General Leave 1.0	06/22/2021	09/01/2022



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: August 17, 2021
SUBJECT: Budget Status Reports, June 2021

Attached are the Budget Status Reports for all funds for June 2021.

General Fund

As of June 30, 2021, the ending fund balance was \$10,356,516. Property tax receipted was \$82,521 in June for a total revenue of \$6,475,818. Expenditures totaled \$11,486,860 with an excess of expenditures over revenues of \$5,011,042.

Capital Project Fund

As of June 30, 2021, the ending fund balance was \$47,275,049. Property tax receipted was \$13,646. Local income from interest, Erate, and impact fees totaled \$132,625.

- **Expenditures:**
 - **Bond: \$5,147,844**
 - **Technology Levy: \$79,449**
 - Network Infrastructure: \$1,953
 - New Computers: \$16,401
 - Fiber: \$19,125
 - VOIP Charges: \$23,551
 - Utilities: \$12,924
 - Bell & Clock: \$5,495

Debt Service Fund

Property tax collections in June totaled \$53,937 with an ending fund balance of \$3,126,509.

Associated Student Body Fund

Ending fund balance was \$387,029.

Transportation Vehicle Fund

Ending fund balance was \$523,847.

If you have any questions after reviewing these reports, please contact me for assistance. Thank you.

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	12,946,977	82,521.94	13,543,092.28		596,115.28-	104.60
2000 LOCAL SUPPORT NONTAX	806,000	159,544.78	416,601.43		389,398.57	51.69
3000 STATE, GENERAL PURPOSE	74,334,454	3,985,973.40	54,907,706.00		19,426,748.00	73.87
4000 STATE, SPECIAL PURPOSE	24,913,393	1,296,430.00	17,304,578.00		7,608,815.00	69.46
5000 FEDERAL, GENERAL PURPOSE	75,000	6,416.96	187,203.75		112,203.75-	249.61
6000 FEDERAL, SPECIAL PURPOSE	13,989,092	944,931.33	8,818,694.26		5,170,397.74	63.04
7000 REVENUES FR OTH SCH DIST	500	.00	380.56		119.44	76.11
8000 OTHER AGENCIES AND ASSOCIATES	4,000	.00	8,550.00		4,550.00-	213.75
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	127,069,416	6,475,818.41	95,186,806.28		31,882,609.72	74.91
B. EXPENDITURES						
00 Regular Instruction	67,277,824	4,388,241.53	48,542,154.48	9,987,373.60	8,748,295.92	87.00
10 Federal Stimulus	0	2,003,419.52	2,003,419.52	91,789.80	2,095,209.32-	0.00
20 Special Ed Instruction	20,846,151	1,585,997.17	15,969,759.34	3,320,827.91	1,555,563.75	92.54
30 Voc. Ed Instruction	4,315,019	398,933.74	3,172,207.63	856,808.86	286,002.51	93.37
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,078,337	1,405,118.08	9,980,739.53	1,709,751.11	1,387,846.36	89.39
70 Other Instructional Pgms	1,361,342	76,598.97	1,150,736.13	101,951.63	108,654.24	92.02
80 Community Services	685,143	54,295.76	565,113.91	105,560.03	14,469.06	97.89
90 Support Services	30,960,808	1,574,255.64	19,586,003.77	6,097,112.37	5,277,691.86	82.95
Total EXPENDITURES	138,524,624	11,486,860.41	100,970,134.31	22,271,175.31	15,283,314.38	88.97
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)	11,455,208-	5,011,042.00-	5,783,328.03-		5,671,879.97	49.51-
F. TOTAL BEGINNING FUND BALANCE	19,000,000		16,139,844.63			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	7,544,792		10,356,516.60			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,228,783	13,646.41	2,205,355.96		23,427.04	98.95
2000 Local Support Nontax	1,943,000	132,625.13	614,379.60		1,328,620.40	31.62
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	4,912,915.41		4,912,915.41-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 4,171,783	 146,271.54	 7,732,650.97		 3,560,867.97-	 185.36
 <u>B. EXPENDITURES</u>						
10 Sites	0	2,805.00	32,570.00	59,850.76	92,420.76-	0.00
20 Buildings	68,096,000	5,143,951.19	33,120,397.04	26,058,690.06	8,916,912.90	86.91
30 Equipment	2,700,000	80,537.10	2,880,525.20	2,764,640.21	2,945,165.41-	209.08
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	1,000	.00	950.00	0.00	50.00	95.00
 <u>Total EXPENDITURES</u>	 70,797,000	 5,227,293.29	 36,034,442.24	 28,883,181.03	 5,879,376.73	 91.70
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	66,625,217-	5,081,021.75-	28,301,791.27-		38,323,425.73	57.52-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 77,230,353		 75,576,840.34			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 10,605,136		 47,275,049.07			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	9,479,391	53,937.15	9,470,555.67		8,835.33	99.91
2000 Local Support Nontax	25,000	160.48	2,589.02		22,410.98	10.36
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	9,504,391	54,097.63	9,473,144.69		31,246.31	99.67
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,410,000	.00	3,410,000.00	0.00	.00	100.00
Interest On Bonds	6,008,352	2,978,850.00	6,008,350.00	0.00	2.00	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	600.00	0.00	9,400.00	6.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	9,428,352	2,978,850.00	9,418,950.00	0.00	9,402.00	99.90
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	76,039	2,924,752.37-	54,194.69		21,844.31-	28.73-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,261,537		3,072,314.65			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,337,576		3,126,509.34			
<u>(E+F + OR - G)</u>						

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 GENERAL STUDENT BODY	399,990	14,213.79	25,260.73		374,729.27	6.32
2000 ATHLETICS	225,700	1,096.20	7,923.83		217,776.17	3.51
3000 CLASSES	61,000	.00	2,829.38		58,170.62	4.64
4000 CLUBS	134,700	3,141.64	10,040.59		124,659.41	7.45
6000 PRIVATE MONEYS	25,800	2,504.53	10,447.33		15,352.67	40.49
<u>Total REVENUES</u>	847,190	20,956.16	56,501.86		790,688.14	6.67
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	393,750	5,329.25	21,262.72	1,430.82	371,056.46	5.76
2000 ATHLETICS	251,000	2,285.31	22,814.84	1,794.18	226,390.98	9.80
3000 CLASSES	56,100	483.99	589.68	0.00	55,510.32	1.05
4000 CLUBS	144,525	449.25	8,501.21	0.00	136,023.79	5.88
6000 PRIVATE MONEYS	25,800	.00	10,789.56	0.00	15,010.44	41.82
<u>Total EXPENDITURES</u>	871,175	8,547.80	63,958.01	3,225.00	803,991.99	7.71
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	23,985-	12,408.36	7,456.15-		16,528.85	68.91-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	420,055		394,485.19			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	396,070		387,029.04			
<u>C+D + OR - E</u>						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,000	30.71	557.67		1,442.33	27.88
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	708,126	.00	.00		708,126.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	1,110,126	30.71	557.67		1,109,568.33	0.05
 B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	1,110,126	30.71	557.67		1,109,568.33	0.05
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	1,350,000	.00	.00	1,154,997.00	195,003.00	85.56
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	1,350,000	.00	.00	1,154,997.00	195,003.00	85.56
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
 F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	239,874-	30.71	557.67		240,431.67	100.23-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	522,359		523,290.11			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u>	282,485		523,847.78			
<u>(G+H + OR - I)</u>						



Franklin Pierce Schools

315 129th Street S, Tacoma, WA 98444
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MEMORANDUM

TO: Board of Directors
FROM: John Sander, Executive Director of Learning Support Services
DATE: August 17, 2021
SUBJECT: Policy 3413: Student Immunization and Life-Threatening Health Conditions

BACKGROUND INFORMATION

Policy 3413: Student Immunization and Life-Threatening Health Conditions is being updated pursuant to state law. The Washington State Board of Health has made significant changes to Chapter 246-105 of the Washington Administrative Code (WAC), which contains the rules governing immunization requirements. The changes have three major focuses. First, the revised rules require medically verified immunization records for school enrollment. Next, they clarify the meaning of “conditional status” and how to implement it. Lastly, the changes affect the Tetanus, Diphtheria, and Pertussis (Tdap) immunization requirement for 7th through 12th grades.

RECOMMENDATION

I move that the Board of Directors adopt revised Policy 3413: Student Immunization and Life-Threatening Health Conditions.

ACTION REQUIRED

STUDENT IMMUNIZATION AND LIFE-THREATENING HEALTH CONDITIONS

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires a student to present evidence of his/her having been immunized against diseases as required by 28A.210 RCW and the Washington State Board of Health 246-105 WAC.

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090 and WAC 246-105-050.

Meningococcal Disease, Human Papilloma Virus Disease, and Vaccine Information Distribution

At the beginning of every school year, the district will provide parents/guardians of sixth through twelfth grade students, information provided by the Washington State Department of Health about meningococcal disease, human papilloma virus (HPV) disease and their vaccines.

The information will include the causes and symptoms of meningococcal disease, human papilloma virus, how the diseases are spread, the places where parents/guardians may obtain additional information and vaccinations for their children, and current recommendations from the United States Centers for Disease Control Prevention regarding the vaccines.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication and treatment order from a Licensed Healthcare Provider (LHP) addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication and treatment order, providing authority to a registered nurse, and a nursing care plan are not in place. Following submission of the medication and treatment order, the registered nurse will develop the nursing care plan.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the due process requirements in School District Procedure 3413P.

Exclusion from School

The district will exclude students as required in RCW 28A.210.120 from further presence at the school who are out of compliance with the immunization requirements and students with a life-threatening health condition as required in WAC 392-380-045 who do not have a medication or treatment order in place.

The superintendent will adopt procedures necessary to implement this policy.

Legal References:	Chapter 246-105 WAC	Immunization of child care and school children against certain vaccine-preventable diseases
	Chapter 28A.210 RCW	Health — Screening and requirements
	WAC 392-380	WAC 392-182 Student — Health records Public school pupils — Immunization requirement and life-threatening health condition



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: John Sander, Executive Director of Learning Support Services
DATE: August 17, 2021
SUBJECT: 2021-2022 Agreement with PSESD Early Learning Program – Head Start Contract #11532

BACKGROUND INFORMATION

This agreement between Puget Sound Educational Service District 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. This contract covers July 1 through October 31, 2021. A new contract will begin November 1, 2021.

RECOMMENDATION

I move that the Board of Directors approve the Head Start 2021-2022 Subaward Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District.

ACTION REQUIRED



**HEAD START 2021-2022
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 "PSED") 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 PSED'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 PSED 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

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 July 1, 2021 and be completed on or before October 31, 2021, unless terminated sooner as provided herein.

RS
RS

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

Line Items	Funding
Operations	\$301,682.95
Parent Funds (\$50/slot) prorated at 4 months	\$1,900.00
Grand Total	\$303,582.95

RS
RS

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, not more than two times per month, properly completed Reimbursement Claim Form ("claim"), to:

Scan and email to (preferred):
elfiscal@psed.org

Mail document(s) with original signatures to:
PSESD, Early Learning Fiscal
800 Oakesdale Ave SW
Renton, WA 98057

- 6.1 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.

- 6.2 Each claim must clearly reference the PSESD Contract Number.
- 6.3 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.
- 6.4 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.
- 6.5 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
Active Supervision Plans	September 30	See Active Supervision Procedure in ELPM

7. SIGNATURES

THIS CONTRACT, including the exhibits and attachments described in Section 2, is executed by the persons signing below who warrant they have read and understand this Contract and the exhibits and attachments. The persons signing below further represent that they have the authority to execute this Contract.

CENTER

Tax ID: _____

DUNS Number: 020235008
 Signature _____
 Director for Early Learning

Print _____

Date _____

 Signature _____
 Superintendent

Print _____

Date _____

Signature _____

Print _____

Date _____

PUGET SOUND EDUCATIONAL SERVICE DISTRICT
John P. Welch
John P. Welch (Aug 4, 2021 11:07 PDT)

John P. Welch

Aug 04, 2021

 Signature _____
 Superintendent or Designee

Print _____

Date _____

Kay Lancaster
Kay Lancaster (Aug 4, 2021 08:50 PDT)

Kay Lancaster

Aug 4, 2021

 Signature _____
 Executive Director or Designee

Print _____

Date _____

Talena Dixon, Program Director, Operations
 Contract Manager

RS
RS
BUSINESS OFFICE USE ONLY:

Account Code: 3440-27-7300-1021-2100-5127

\$303,582.95

Contract Number: 11532**Total: \$303,582.95**
Doug Wilson

Doug Wilson

Aug 4, 2021

 Signature _____
 Business Office Approval

Print _____

Date _____



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: John Sander, Executive Director of Learning Support Services
DATE: August 17, 2021
SUBJECT: 2021-2022 Agreement with PSESD Early Learning Program – ECEAP Contract #11522

BACKGROUND INFORMATION

The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program serving at-risk three- and four-year-old children and their families. It provides children with preschool education, health services, intensive family support, and parent involvement and training. The ECEAP 2021-2022 Subaward Agreement with Puget Sound Educational Service District allows our district to function as a subcontractor allocated 104 student ECEAP slots.

RECOMMENDATION

I move that the Board of Directors approve the Early Childhood Education and Assistance Program 2021-2022 Subaward Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District.

ACTION REQUIRED



**ECEAP 2021-2022
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 "PSED") and FRANKLIN PIERCE SCHOOL DISTRICT (hereinafter referred to as "Center").

IT IS THE PURPOSE OF THIS CONTRACT to provide comprehensive Early Childhood Education and Assistance Program (ECEAP) services, in accordance with this contract, all exhibits and attachments, PSED's Early Learning Program Manual (ELPM), and Department of Children, Youth, and Families (DCYF) ECEAP Performance Standards.

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 – ECEAP 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 July 1, 2021, and be completed on or before June 30, 2022, unless terminated sooner as provided herein. 

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)	104
Funded Enrollment (School Day)	0
Funded Enrollment (Working Day)	0
Funded Enrollment (Therapeutic Slots)	0
Grand Total	104

Line Items	Funding
Operations	\$679,472.08
Parent Funds (\$50/slot)	\$5,200.00
Grand Total	\$684,672.08



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, not more than two times per month, properly completed Reimbursement Claim Form ("claim"), to:

Scan and email to (preferred):
elfiscal@psed.org

Mail document(s) with original signatures to:
PSESD, Early Learning Fiscal
800 Oakesdale Ave SW
Renton, WA 98057

- 6.1 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.
- 6.2 Each claim must clearly reference the PSESD Contract Number.
- 6.3 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.

- 6.4 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.
- 6.5 In the event that the Center doesn't complete and/or submit a deliverable outlined in this contract and DCYF 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
Active Supervision Plans	September 30	See Active Supervision Procedure in ELPM

7. SIGNATURES

THIS CONTRACT, including the exhibits and attachments described in section 2, is executed by the persons signing below who warrant they have read and understand this Contract and the exhibits and attachments. The persons signing below further represent that they have the authority to execute this Contract.

CENTER

Tax ID: _____

DUNS Number: 020235008

 Signature
 Director for Early Learning

 Print

 Date

 Signature
 Superintendent

 Print

 Date

 Signature

 Print

 Date
PUGET SOUND EDUCATIONAL SERVICE DISTRICT
John P. Welch
John P. Welch (Aug 3, 2021 15:35 PDT)

 John P. Welch

 Aug 03, 2021

 Signature
 Superintendent or Designee

 Print

 Date

Kay Lancaster
Kay Lancaster (Jul 29, 2021 16:54 PDT)

 Kay Lancaster

 Jul 29, 2021

 Signature
 Executive Director for Early Learning

 Print

 Date

 Talena Dixon, Program Director, Operations
 Contract Manager

RS
RS
BUSINESS OFFICE USE ONLY:

Account Code: 3400-27-7300-0622-2100-5127 \$650,438.48

Account Code: 3400-98-7300-0622-2100-5198 \$34,233.60

Contract Number: 11522**Contract Total: \$684,672.08**
Doug Wilson

 Doug Wilson

 Aug 3, 2021

 Signature
 Business Office Approval

 Print

 Date



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning
DATE: August 17, 2021
SUBJECT: Interagency Agreements with the PSESD Involving the Native American Education Program and the Title VII Indian Education Formula Grant CFDA #84.060A

BACKGROUND INFORMATION

These interagency agreements with the Puget Sound Educational Service District (PSESD) will allow Franklin Pierce Schools to contract with the Native American Education Program to increase the academic success of Native American students using the Title VII Indian Education formula grant. Working together, we can identify district program goals and indicators of progress for Native American student performance, Native American parent and family engagement, and district staff professional development. All district costs related to these agreements are paid by federal funds.

RECOMMENDATION

I move that the Board of Directors approve the interagency agreements between Franklin Pierce Schools and the Puget Sound Educational Service District to allow for Native American Education Program services.

ACTION REQUIRED



INTERAGENCY AGREEMENT July 1, 2021 – August 30, 2022

This agreement outlines the responsibilities of the **Puget Sound Educational Service District's Native American Education Program and the Franklin Pierce School District** in collaboration to support the academic success and cultural connections of Native American students through the Title VII Indian Education formula grant.

Understanding the unique situation presented by the COVID-19 pandemic and its effect on school districts, school buildings, and classroom learning, both parties understand parts of the agreement could change depending on Washington state, OSPI, and district protocols announced during the entirety of the agreement.

The PSESd Native American Education Program will work with the District to identify district program goals and indicators of progress for Native American student performance, Native American parent and family engagement, and district staff professional development. The Native American Education Program Manager will report progress on the identified goals to the district on a semester basis.

The agencies will agree upon which schools are to receive targeted services. This will be based on the number of Native American students within each school, the school's ability to provide space for a coordinator up to twice a month, and the school's readiness to benefit from Native American Education Program services.

For the **participating schools**, Puget Sound Educational Service District will provide:

- Native American Education Coordinators will work with students in one-on-one and small group sessions (adhering to district health and safety measures in place) to provide research-based, culturally integrated instruction and cultural connections.
- Native American Education Coordinators will assist Native students find academic assistance resources in any class they need support in (upon request or we will initiate).
- Native American Education Coordinator participation on student assistance teams or multi-disciplinary teams involving targeted students (upon request).
- Cultural events and family nights interspersed throughout the year to include students and other family members.
- Work with the district to find eligible Native students and provide them with a federal 506-Heritage registration form and sign them up.
- Keep on file and locked in program office each 506 form of students in the program that are accessible any time for the district to review.
- Provide to the district an annual list of each student signed up for the program
- Family guidance to address student-learning needs.
- Communication to school staff and parents on students' participation and progress in cultural literacy development and after school activities conducted.



INTERAGENCY AGREEMENT

July 1, 2021 – August 30, 2022

Schools in the participating district which the program is unable to visit regularly, the Puget Sound Educational Service District NAEP will provide support upon request:

- In-service training to school staff on Native American culture, effective methods of teaching Native American students, and Native American parent engagement.
- Consultation on appropriate materials and approaches for Native American students.
- Classroom presentations on Native American cultures, especially those in the Northwest.
- Invitations via email/social media/fliers to Native American students and families to provide information on the program, family night invites, and Native events in the region.

The District agrees to:

- A district email for the two Native program staff (one already has an account).
- Student email addresses of students who are already signed up for the program.
- Ensure schools are willing to allow students to participate (if interested and available when called for) once or twice a month for 45-minute sessions.
- Provide access to the district's online learning program to create and post lessons and videos for participating students to access.
- Provide access to the academic records of all students in the program to meet grant-based data collection requirements. This includes grades, test scores, attendance, graduation dates.
- Provide relevant student data on all students in the district to support the PSED NAEP in identifying who may be eligible for the program (the Alpha list).
- Allow PSED NAEP staff to distribute the federal 506 heritage form required to be a part of the program to students and families via mailings, school handouts, and at district events.
- Provide the Native American Education Coordinators with a district identification badge.
- Contact the Native American Program Manager with questions, concerns, or suggestions to improve program services to meet their school's Native community and their school's needs.

Schools the program works in agree to:

- Provide space for Native American Education Coordinators to meet with individual students targeted for culturally integrated instruction. Understanding that this may look different or may not be possible in some schools due to COVID-19 health and safety restrictions.
- Allow Native American Education Coordinators to work with students monthly or every other week for culturally integrated instruction.
- Provide space for Native American Education Coordinators to meet with groups of students in cultural clubs during non-school time (i.e. before or after school, recess, etc.).
- Assist in the timely distribution and collection of 506 Heritage Forms.



INTERAGENCY AGREEMENT

July 1, 2021 – August 30, 2022

Name of District: Franklin Pierce School District

Dr. Lance Goodpaster
FPSD School District Superintendent

Date

Vicki Bates
FPSD Executive Director – Teaching & Learning

Date

Jason LaFontaine
PSESd Native American Education Program Manager

Date

John Welch
Puget Sound Educational Service District Superintendent

Date



**2021-2022
TITLE VII INDIAN EDUCATION FORMULA GRANT
CFDA # 84.060A**

Agreement number: 3694-69-0000-0021

Between

**FRANKLIN PIERCE SCHOOL DISTRICT
(Hereinafter referred to as FPSD)
315 129TH St. S.
Tacoma, WA 98444**

AND

**PUGET SOUND EDUCATIONAL SERVICE DISTRICT
(Hereinafter referred to as CONTRACTOR)
800 Oakesdale Ave SW
Renton, WA 98057**

I. PROGRAM FUNCTION

The purpose of this agreement is to provide funds for the CONTRACTOR to manage and provide a direct service cultural and educational support program for Native American students in four Pierce County, WA school districts – Franklin Pierce, Peninsula, Sumner, and University Place. The program will meet the requirements set forth by the Office of Indian Education and the Department of Education for Title VII grants.

**II. CONDITIONS OF COMMENCEMENT OF PERFORMANCE
AND
SCHEDULE OF PERFORMANCE**

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

III. FINANCING

This Agreement is funded in the amount of **\$174,425**. These are federal funds provided pursuant to CFDA # 84.060A. Reimbursement to the CONTRACTOR for approved and completed work will be made within thirty (30) days of receipt of the invoice. Approval of payment will be contingent on the submission of a transaction recap report or other documentation showing payment for services provided. FPSD will receive **\$2,000** in project indirect for grant services it provides.

Upon expiration of the contract, any claim for payment not already made shall be submitted no later than **August 30, 2022**.

IV. DUTIES OF THE CONTRACTOR

By accepting the contract, the CONTRACTOR agrees to perform the following functions and duties:

1. Ensure that all funds are restricted to the federal Title VII program and are spent in accordance with PSESD's contract with FPSD.
2. Submit monthly claims for reimbursement to FPSD business office with a final reimbursement claim form/invoice to FPSD by August 30, 2022. Invoices received after this date may not be paid. FPSD reserves the right to refuse payment on invoices inconsistent with Office of Indian Education/Department of Education grant.
3. Provide monthly expenditure reports to the FPSD district contact and business office, showing what has been spent for the month, year to date and the remaining balance on the grant.
4. Have monthly contact with the FPSD district contact to keep the district informed about the program.
5. The supervisor of the program manager will contact the FPSD in the event any issues arise that the CONTRACTOR deems necessary.
6. Share pertinent correspondence (e-mail/phone, letter) received by the Office of Indian Education/Department of Education with the FPSD.
7. Prepare an annual report for the FPSD to show the results of the program.

V. DUTIES OF FPSD

In order to assist the CONTRACTOR in providing services, FPSD shall perform the following functions and duties within the constraints of the contract. Duties shall include but not be limited to the following:

1. Ensure that the CONTRACTOR is reimbursed in a timely manner for invoices they send.
2. Share all correspondence (e-mail/phone, letter) received by the Office of Indian Education/Department of Education with the CONTRACTOR.
3. Have quarterly contact with the CONTRACTOR to make sure grant requirements are being met.
4. Ensure and assist with the timely completion of mandated data collection, reporting and forms for Office of Indian Education/Department of Education when/if necessary.

VI. CONTRACT MANAGEMENT

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

The Contract Manager for FPSD is:

Name: Tammy Bigelow
 Address: Franklin Pierce School District
315 129th St. S.
Tacoma, WA 98444
 Phone: (253) 298-3035
 Email: tbigelow@fpschools.org

The Contract Manager for CONTRACTOR is:

Name: Jason LaFontaine
 Address: 800 Oakesdale Ave SW
Renton, WA 98057-1221
 Phone: (253) 778-7963
 Email: jlafontaine@psed.org

VII. INCORPORATION OF GENERAL TERMS AND CONDITIONS

This agreement includes and incorporates as if fully set forth herein the GENERAL TERMS AND CONDITIONS, which are attached hereto and marked "Attachment A."

We the undersigned agree to the terms of the foregoing contract agreement.

Franklin Pierce School District

Puget Sound ESD

Title: Superintendent

Title: Superintendent

Signed this ____ day of _____, 2021.

Signed this ____ day of _____, 2021.

BUSINESS OFFICE USE ONLY:

Account Code: 960 3694-69-0000-21

\$ _____

Agreement Number

Budget Manager Approval

Date

Business Office Approval

Date



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning
DATE: August 17, 2021
SUBJECT: 2021-2022 Agreement with PSESD Regional Online Learning Cooperative

BACKGROUND INFORMATION

This agreement will allow Franklin Pierce Schools to participate in the Regional Online Learning Cooperative organized by Puget Sound Educational Service District (PSESD). This program provides students the opportunity to engage in online academic learning with Washington certified teachers and content through a platform called Edgenuity, while allowing our students to stay enrolled in and connected to our district. Franklin Pierce Schools will offer this online option to K-8 families.

RECOMMENDATION

I move that the Board of Directors approve the Puget Sound Educational Service District Regional Online Learning Cooperative Agreement.

ACTION REQUIRED

PUGET SOUND EDUCATIONAL SERVICE DISTRICT
REGIONAL ONLINE LEARNING COOPERATIVE
Interlocal Agreement

This Interlocal Agreement is made and entered into as of this 17th day of August 2021, by and between Puget Sound Educational Service District ("PSESD"), a political subdivision of Washington State and Franklin Pierce, a Washington State school district ("District").

1. INTRODUCTION

WHEREAS, PSESD and District are public agencies as defined by chapter 39.34 RCW and are authorized to enter into interlocal agreements to provide for joint or cooperative actions;

WHEREAS, Washington State law authorizes local school districts and educational service districts to join together to form cooperatives for the purpose of making joint purchases and operating joint programs (RCW 39.34 and 28A.320.080);

WHEREAS, Washington State law directs educational service districts (ESDs) to establish cooperative service programs for school districts within said educational service district boundaries (RCW 28A.310.180);

WHEREAS, Washington State law allows educational service districts (ESDs) to support regional online school programs (RCW 28A.250.010 states that a regional online school program is jointly developed and implemented by two or more school districts or an educational service district through an interdistrict cooperative program agreement that addresses, at minimum, how the districts share student full-time equivalency for state basic education funding purposes and how categorical education programs, including special education, are provided to eligible students);

NOW THEREFORE, a Regional Online Learning Cooperative is hereby established according to the terms and conditions contained within this Agreement.

2. NAME

- A. This Cooperative shall be known as the Puget Sound Regional Online Learning Cooperative.

3. PURPOSE OF AGREEMENT

- A. PSESD and the District are entering into this Agreement for the purpose of the District's participation in the Regional Online Learning Cooperative organized by PSESD. This K-12 program allows districts to provide students the opportunity to engage in anytime/anywhere academic learning through a platform called Edgenuity.
- B. The Regional Online Learning Cooperative is established as a resource for the mutual benefit of regional K-12 educational partners to access a variety of K-12 online learning options with students staying enrolled and connected to their home district.
- C. It is the intention of Regional Online Learning Cooperative to organize resources and strategies, facilitate regional professional development, peer networking, program implementation support, and technical assistance as needed.
- D. The Regional Online Learning Cooperative is intended to be an advisory-led, cost-effective model that facilitates the implementation of high-quality online learning services in partnership with Edgenuity.

4. DURATION/TERMINATION

A. The term of this Agreement shall be from the execution date to August 31, 2022.

5. MEMBERSHIP

A. Membership in the Regional Online Learning Cooperative is at the organizational level.

B. Membership entitles the Member Cooperative to services described in Attachment A.

C. Member District Responsibilities in Attachment B.

D. Members agree to program elements and assurances in Attachment C.

6. DISTRICT MEMBERSHIP & COURSE FEES

A. Cost for membership and course fees is assessed at: \$174,824.00

1. District Base Fee: \$5,000.00 per district/year
2. Per Course/Student Fees: \$169,824.00/semester

Costs are calculated based on the base fee and number of K-5 students and 6-12 courses.

K-5 with Edgenuity Teachers (WA Certified)

- 38 K-5 Students @ \$2013.00 per semester/full-time student in 6 courses: \$76,494.00

6-12 with Edgenuity Teachers (WA Certified)

- 51 6-8 Students @ \$305.00 per semester course enrollment x 6 courses/student: \$93,330.00

B. Membership includes services and terms specified in Description of Services for 2021-2022 PSESD Regional Online Learning Cooperative marked as "Attachment A".

IN WITNESS WHEREOF, this parties have executed this Agreement.

**PUGET SOUND EDUCATIONAL
SERVICE DISTRICT**

MEMBER COOPERATIVE'S NAME:

Franklin Pierce School District

(Signature)

(Date)

(Signature)

(Date)

(Printed Name)

(Printed Name)

(Address)

(Address)

(Telephone Number)

(Telephone Number)

Attachment A

Description of Services PSESD Regional Online Learning Cooperative

- Variety of K-12 online learning options with or without district teachers
- Students stay enrolled and connected to home district
- Regional PD, access to shared resources and regular networking sessions
- Program Implementation Support
 - Leadership Coaching
 - TA support for special education and multilingual programs
 - Ed Tech transformation
- Centralized provider PD
- Courses taught by WA certified teachers
- Priority support from Edgenuity
- Data and reporting support
- Options to customize courses

Attachment B

Member District Responsibilities PSESD Regional Online Learning Cooperative

- Identify key point of contact
- Complete [OSPI Authorization](#) as a single district online program
- Adhere to state reporting requirements including enrollment reporting for state basic education funding and all reporting elements in CEDARS
- Ensure adequate internet access and recommended system requirements
 - [6 – 12](#)
 - [K – 5](#)
 - [Network Requirements and White List](#)
- Administer all educational support elements: This may include
 - Access to school counselors, social workers, nurses
 - Transportation if/when needed
 - Tiered systems of supports
 - Nutrition services
 - Transitional Bilingual Education Program (TBIP)
 - Highly Capable
 - Truancy
 - High school & beyond planning
 - High school crediting and graduation pathways
 - State assessments
 - Others, as needed

Attachment C

Program Elements and Assurances PSESD Regional Online Learning Cooperative

- **Program Design:** Edgenuity content, framing and program base with PSESD's lead management, coordination of regional professional development and customized technical support.
- **Program Management:** PSESD's Director of Ed Tech will manage and oversee the cooperative in partnership with district leads.
- **Staffing:** District can choose to use Edgenuity teachers for online courses (optional tutoring) and the partner district will be responsible for staffing for supports outside of enrolled courses. Districts can also choose to staff the online courses themselves.
- **Categorical program funding** should also include dropout prevention and CTE. Options will be offered to serve all elements of all programs. CTE Director will need to ensure CTE courses meet the standards that were approved in their CTE Framework.
- **Approved content:** Edgenuity is an approved provider by OSPI and will be the core content for the regional online school program. PSESD will ensure curriculum is aligned to WA state standards.
- **Marketing:** Various materials like brochures, sample WSLPs, etc., will be provided by PSESD and customizable for each district.
- **Compliance:** Reporting rules, ALE rules, online learning rules will be followed. Rules are well published and have been shared with participating districts. Each district would need to work with budget and enrollment for reporting guidelines/accuracy.
- **10% nonresident cap rule:** This will be in place for each single district program participant, and this will not be an issue for any district given the design of each district supporting their own students.
- **Reporting:** Each program is responsible for its own reporting; whoever claims a student in CEDARS must report data on that student. Partner districts would report and receive apportionment. Genius (Edgenuity SIS) has the capacity to generate a variety of reports to track each service and accompanying fees to reconcile expenses for number and type of course completion. PSESD lead will track services in partnership with Edgenuity lead in consultation with district.
- **Retention of enhanced funding:** Courses claimed for enrollment as ALE FTE are ineligible for enhanced CTE funding.
- **Enrollment tracking:** Time frame to reconcile initial head count and thereafter will be done monthly. Enrollment commitment would need to be quarterly at a minimum. Edgenuity has a 14-day grace period for withdrawals without penalty.
- **Communication:** Coherence between/among districts, PSESD, & Edgenuity for enrolling & withdrawing students and hiring teachers/personnel will be critical. Each district will assign a liaison to be the point of contact with PSESD. This same liaison would be part of a larger team that could be dispatched to support specific elements.
- **3rd Party Vendor rules:** All parties agree to adhere to licensing contracts with 3rd party vendors.
- **Employees:** Employees are the responsibility of the district that hired them and evaluation of said employee.
- **Confidentiality, Harassment, Discrimination:** All parties agree to adhere to policies, practices and procedures on confidentiality, harassment, discrimination.
- **Student Privacy:** Districts review and adhere to district Student Information privacy policy especially with 3rd parties. All parties will adhere to data security policies and procedures.
- **Licensed Content:** Content cannot be shared after the course/contract is complete. It is suggested that teachers sign off that they understand the parameters around licensed content, sharing content, and non-disclosures.
- **Progress Reporting:** Districts are responsible for ALE Reporting, referenced in [WAC 392-550-025](#). All parties are responsible for reporting and collaboration for progress.
- **WSLP:** Plans should specify which program is teaching what to the student.
- **Tracking weekly contact, progress, and intervention:** District will track contact, progress, and interventions with support – Genius/Edge delivers an incredible amount of growth and engagement data.
- **Students receiving Special Education:** Districts are responsible for ensuring accessibility to the program for students with disabilities and the management of 504 plans and IEP services. Special Education Directors or other appropriate staff will be included as needed with student supports.
- **ALE Model:** District will claim state funding for student FTE generated by the program and will be responsible for ensuring compliance with the full chapter for ALE requirements to claim enrollment referenced here [Chapter 392-550 WAC](#).



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: Robin Heinrichs, Executive Director of Support Services
DATE: August 17, 2021
SUBJECT: Recommendation to Award the Contract for Construction of the James Sales Replacement Elementary School Project – Phase 2

BACKGROUND INFORMATION

The Support Services Department recommends award of the contract to construct the James Sales Replacement Elementary School Project – Phase 2 to Neeley Construction of Puyallup, Washington in the amount of \$2,682,000.00 which only includes the base bid:

Base Bid	\$ 2,682,000.00
Alternate L-1	(Not Selected)
Total Contract	\$ 2,682,000.00

A copy of the bid tabs showing all bidders on the contract and the pricing for the alternate has been included as reference.

RECOMMENDATION

I move that the Board of Directors award the contract for construction of the James Sales Replacement Elementary School Project – Phase 2 to Neeley Construction of Puyallup, Washington in the amount of \$2,682,000.00. This amount includes only the base bid and no alternates.

ACTION REQUIRED

August 13, 2021

Board of Directors
Franklin Pierce School District No. 402
315 129th Street South
Tacoma, WA 98444

Re: Franklin Pierce School District – James Sales Elementary School Phase Two Project
Recommendation to Award Contract

Dear Board,

The bid opening for the James Sales Elementary School Phase Two Project occurred on August 10, 2021. A total of seven responsive bids were received. After reviewing the bids and consulting with district administration, we recommend awarding the contract to the second responsible low bidder, Neeley Construction Company from Puyallup, Washington based on the base bid in the amount of \$2,682,000.00.

The actual low bidder had a discrepancy in the form of proposal and could not honor their interpreted bid amount.

Erickson McGovern has worked with Neeley Construction in the past good success. We feel that they will be a very capable general contractor for this project.

Sincerely,



Raymond Mow, AIA
Principal

X:\2020-31 James Sales Phase 2\7 Specs - Bidding\B - Bid Tab\2020-21James Sales Elementary hase 2 Recommendation to Award Contract 9-13-21.docx



BIDDERS		Christensen Inc.	FORMA	Lincoln Construction
BID BOND		YES	YES	YES
NUMBER OF ADDENDA		1-4	1-4	1-4
BASE BID		\$2,850,000.00	\$3,018,000.00	\$2,699,941.00
TRENCH EXCAVATION SAFETY PROVISIONS		Not Applicable	\$1,000.00	\$1,000.00
UNIT PRICES				
No. 1	Excavation of Unsuitable Soil Per Bank Cubic Yard	\$37.70	\$20.00	\$31.00
No. 2	Import and Place Structural Fill Per Bank Cubic Yard	\$54.20	\$25.00	\$42.00
No. 3	Asbestos Containing Pipe Insulation Per Linear Foot	\$17.40	\$14.75	\$21.00
No. 4	Asbestos Containing Vinyl Floor Per Square Foot	\$3.50	\$3.00	\$3.50
No. 5	Asbestos Containing window puddy/sealant Per Window	\$525.00	\$450.00	\$225.00
No. 6	Excavation and Disposal of Petroleum Contaminated Soil Per Ton	\$90.00	\$45.00	\$260.00
ALTERNATE BIDS				
L-1	SOD	\$22,000.00	\$22,300.00	\$22,500.00
SUBCONTRACTOR LISTING				
HVAC		N/A	N/A	N/A
PLUMBING		N/A	N/A	Pipe Construction
ELECTRICAL		Groff	Groff Electric	Groff
EARTHWORK		G&G	JSB Contractors	Freeman Bell
STRUCTURAL STEEL INSTALL		Christensen Inc.	FORMA Construction	Lincoln Construction
REBAR INSTALL		Christensen Inc.	FORMA Construction	Lincoln Construction



BIDDERS		JAM Construction	Terra Dynamics	Titan Earthwork
BID BOND		YES	YES	YES
NUMBER OF ADDENDA		1-4	1-4	1-4
BASE BID		\$2,000,611.00	\$2,874,000.00	\$2,866,600.00
TRENCH EXCAVATION SAFETY PROVISIONS		\$1,000.00	\$5,000.00	\$2,500.00
UNIT PRICES				
No. 1	Excavation of Unsuitable Soil Per Bank Cubic Yard	\$40.00	\$40.00	\$39.40
No. 2	Import and Place Structural Fill Per Bank Cubic Yard	\$52.00	\$60.00	\$52.90
No. 3	Asbestos Containing Pipe Insulation Per Linear Foot	\$25.00	\$23.00	\$28.80
No. 4	Asbestos Containing Vinyl Floor Per Square Foot	\$5.00	\$5.00	\$7.65
No. 5	Asbestos Containing window puddy/sealant Per Window	\$700.00	\$675.00	\$1,300.00
No. 6	Excavation and Disposal of Petroleum Contaminated Soil Per Ton	\$350.00	\$90.00	\$70.10
ALTERNATE BIDS				
L-1	SOD	\$28,000.00	\$37,000.00	\$25,400.00
SUBCONTRACTOR LISTING				
HVAC		N/A	Right On Heating	Shinn Mechanical
PLUMBING		N/A	Robson Co.	Shinn Mechanical
ELECTRICAL		Metcalf	Metcalf Electric Inc.	Titan Earthwork LLC (self perform)
EARTHWORK		Freeman Bell	Terra Dynamics, Inc.	Titan Earthwork LLC (self perform)
STRUCTURAL STEEL INSTALL		CHG	Terra Dynamics, Inc.	CHG Building Systems
REBAR INSTALL		JAM	Terra Dynamics, Inc.	Caliber Concrete



BIDDERS		Neeley Construction
BID BOND		YES
NUMBER OF ADDENDA		1-4
BASE BID		\$2,682,000.00
TRENCH EXCAVATION SAFETY PROVISIONS		\$5,000.00
UNIT PRICES		
No. 1	Excavation of Unsuitable Soil Per Bank Cubic Yard	\$25.00
No. 2	Import and Place Structural Fill Per Bank Cubic Yard	\$30.00
No. 3	Asbestos Containing Pipe Insulation Per Linear Foot	\$30.00
No. 4	Asbestos Containing Vinyl Floor Per Square Foot	\$5.00
No. 5	Asbestos Containing window puddy/sealant Per Window	\$250.00
No. 6	Excavation and Disposal of Petroleum Contaminated Soil Per Ton	\$55.00
ALTERNATE BIDS		
L-1	SOD	\$25,000.00
SUBCONTRACTOR LISTING		
HVAC		Not Applicable
PLUMBING		Not Applicable
ELECTRICAL		Groff Electric, Inc.
EARTHWORK		JSB Contractors LLC
STRUCTURAL STEEL INSTALL		CHG Building Systems Inc.
REBAR INSTALL		Neeley Construction Company

THIS IS TO CERTIFY THAT THE ABOVE FIGURES ARE A TRUE AND
ACCURATE TABULATION OF BIDS RECEIVED:

Ray Mow, AIA

[Signature] 8.13.21



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources
Tammy Bigelow, Executive Director of Business Services
DATE: August 17, 2021
SUBJECT: Policy 5515: Workforce Secondary Traumatic Stress

BACKGROUND INFORMATION

Substitute House Bill 1363 (2021-22): Addressing Secondary Traumatic Stress (STS) in the K-12 Workforce acknowledged the significant toll STS has on educators, and subsequently students, and focused on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being. New Policy 5515: Workforce Secondary Traumatic Stress provides guidance for creating and sustaining a district-wide workforce mental health committee.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

WORKFORCE SECONDARY TRAUMATIC STRESS

Purpose

The Franklin Pierce School Board is committed to preventing and addressing secondary traumatic stress for district personnel by supporting mental health in the workplace. Everyday school staff work with students experiencing trauma and loss. As a result, teachers, school counselors, administrators, and other school staff may experience secondary traumatic stress. When secondary traumatic stress is left unaddressed, it may lead to staff turnover, burnout, adult chronic absenteeism, and health issues that negatively impact everyone in the school community.

Secondary Traumatic Stress

The Board acknowledges that secondary traumatic stress, also called compassion fatigue, is a natural but disruptive set of symptoms that may result when one person learns firsthand of the traumatic experiences of another. Symptoms of secondary traumatic stress may include feelings of isolation, anxiety, dissociation, physical ailments, and sleep disturbances. In addition, those affected by secondary traumatic stress may experience: Changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence.

Policy Statement

The district will promote a positive workplace climate that includes a focus on diversity and inclusion.

The Board hereby establishes a district-wide workforce mental health committee with the following functions:

- Share secondary traumatic stress, stress management, and other mental health resources and supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
- Share links to a secondary traumatic stress self-assessment tool and any associated resources;
- Report to the Board at least once per year with a summary of committee activities.

The district will regularly assess district-level and school building-level implementation of this policy and procedure. The assessment will include input from the district's workforce. The district will provide appropriate resources and training to schools and staff for continuous improvement.

Legal References: 28A.300 RCW
28A.400 RCW

Superintendent of Public Instruction
Employees

Adoption Date: 9/14/21
Franklin Pierce Schools
Revised:
Classification: Essential



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning
DATE: August 17, 2021
SUBJECT: Board Procedure 2410P: High School Graduation Requirements

BACKGROUND INFORMATION

The revisions to Board Procedure 2410P: High School Graduation Requirements on pages three and four reflect our district's change in elective and total credits required for graduation due to our new 4x8 high school schedule.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and their parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

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

Grades for these courses will be transcribed with a letter grade. Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified course of study. A student successfully completes a specified course of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Awarding of Partial High School Credit

At the beginning of each semester, teachers and/or Professional Learning Communities will determine the expected number of standards covered in that semester. Students who exit the semester before the end of the term will be awarded partial credit based on the following formula:

The number of standards the student is passing at the *time of withdrawal *divided by* the number of expected standards covered during the term *multiplied by* 0.5 credit.

*If a student is withdrawn after 20 consecutive days of non-attendance, any assignments given after the student's last date of attendance will be excluded from the partial credit calculation.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from an out-of-state or out-of-country program. The district will accept credits from another Washington State public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement—or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

- A. Four credits in English.
- B. Three credits in mathematics.
 - 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
 - 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet their graduation requirement.
 - 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subjects but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I, and Geometry or integrated mathematics II in

high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

- C. Three credits in science.
 - 1. Two science credits must be in laboratory science.
 - 2. A student may choose the content of the third science credit based on their interests and their high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
- D. Three credits in social studies.
 - 1. One social studies credit must be in United States history.
 - 2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 - 3. One-half social studies credit must be in civics.
 - 4. One social studies credit must be in an elective course or courses.
 - 5. Although a student does not receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two credits in world languages or personalized pathway requirements.
 - 1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
 - 2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half credit in health.
- H. One and one-half credits in physical education.
- I. One credit in career and technical education.
 - 1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
 - 2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four elective credits.
 - 1. [Class of 2022, 2023, and 2024: 4 elective credits](#)
 - 2. [Class of 2025: 8 elective credits](#)
 - 3. [Class of 2026 and beyond: 10 elective credits](#)

Total number of credits required to graduate: 24-Class of 2022, 2023, and 2024: 24 credits; Class of 2025: 28 credits; Class of 2026 and beyond: 30 credits.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.

- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career educator will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program.
- H. The employer will legally employ the student, who must have passed their sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. Military (MIL) Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on Military (MIL) Form 115 or an equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for homeschooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
 - 1. A journal that reflects the actual work completed during a home-study course of study;
 - 2. Exhibits of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 - 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate minimum proficiency of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
- C. Credit is granted for the following approved schools:
 - 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington; and
 - 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of their education and career goals.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet their educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment
- B. Identification of educational goals
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, Running Start programs, AP courses, International Baccalaureate programs, and college in the high school programs
- D. Information about the College Bound Scholarship program established in chapter 28B.118 RCW
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements
 - 2. Satisfies state and local graduation requirements
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals
 - 5. Includes information about the College Bound Scholarship program
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA)
 - 2. Application timelines and submission deadlines
 - 3. The importance of submitting applications early
 - 4. Information specific to students who have been in foster care
 - 5. Information specific to students who are, or are at risk of being, homeless
 - 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application
 - 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications
 - 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection
 - 9. Information on College Bound scholarship application and eligibility
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include Running Start, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following Advanced Placement, International Baccalaureate, or Cambridge international courses in English language arts and mathematics.
 - 1. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.

- ii. International Baccalaureate courses: individuals and societies courses or English language and literature courses.
 - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.
- 2. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
 - ii. International Baccalaureate courses: any International Baccalaureate mathematics course.
 - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.
- B. Achieving the following scores on the following exams:
 - 1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
 - 2. Score a four or higher on International Baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
 - 3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the State Board of Education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the Office of Superintendent of Public Instruction (OSPI) for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if they have met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if they have met all other graduation requirements established by the state and district and have attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an International Baccalaureate Programme diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the International Baccalaureate Organization in each of the required subjects.

VI. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
 - 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - 2. A statement of waiver for any waived standard graduation requirements; or
 - 3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with their parent or guardian and the IEP team, determine the following:
 - 1. The projected date by which all graduation requirements will be met; and
 - 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education; and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For the purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, Native American, or other indigenous languages or dialects. Proficiency may be demonstrated by:
 - 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 - 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 - 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits, and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 - 4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409: Credit for Competency/Proficiency; or
 - 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with their age-appropriate peers and receive a certificate of attendance.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or their parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241: Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241: Student Discipline will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

If the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Date: 11/19/84

Revised: 1/27/86; 9/9/08; 2/8/11; 6/19/12; 8/26/14; 1/16/18; 3/13/18; 6/19/18; 4/14/20; 8/17/21



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
Tammy Bigelow, Director of Business Services
DATE: August 17, 2021
SUBJECT: Procedure 5515P: Workforce Secondary Traumatic Stress

BACKGROUND INFORMATION

On April 26th, Governor Inslee signed into law SBH1363: Addressing Secondary Traumatic Stress (STS) in the K-12 workforce. This legislation acknowledged the significant toll STS has on educators and, subsequently students, and focused on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being. New Procedure 5515P: Workforce Secondary Traumatic Stress provides guidance for creating and sustaining a district-wide workforce mental health committee.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

WORKFORCE SECONDARY TRAUMATIC STRESS

District-wide Workforce Mental Health Committee

- A. The district will establish a diverse and inclusive Workforce Mental Health Committee. The district will seek committee members who have the interest and skills to best serve the committee. The district's Workforce Mental Health Committee will consist of at least the following:
- One teacher and classified staff member from the K-5 level;
 - One teacher and classified staff member from the middle school level;
 - One teacher and classified staff member from the high school level;
 - One staff member from student services and/or support staff (e.g., school counselors, social workers, liaisons, etc.);
 - One central office administrator who has funding authority and one central office administrator who can represent Human Resources, this can be the same person;
 - One K-5 building administrator, one middle school building administrator, and one high school building administrator.
- B. The committee will seek resources related to secondary traumatic stress from the Office of the Superintendent of Public Instruction (OSPI), the Educational Service District (ESD), and the School Employees' Benefits Board (SEBB). OSPI will link to resources on its website. This webpage will be available by December 2021, by searching under Secondary Traumatic Stress and/or Educator Well-Being. The committee is encouraged to consider resources supporting comprehensive staff well-being. Additionally, the committee may seek input regarding resources from district personnel and the community.
- C. Materials and resources related to secondary traumatic stress will be shared district-wide via: Dedicated webpage; InformedK12 on-demand feedback form; flyers.
- D. The duties of the committee will include:
- Sharing supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
 - Sharing links to a secondary traumatic stress self-assessment tool and any associated resources;
 - When possible the committee should use a continuous quality improvement process. This should include:
 - Offering an opportunity for staff to give anonymous feedback;
 - Reviewing the data collected;
 - Utilizing the data collected, report to the Board at least once per year with a summary of committee activities, the status of staff well-being, and an assessment and recommendations for the implementation of this policy and procedure.

Date: 9/14/21
Revised: