

Board of Directors

Regular Meeting August 16, 2022 7 p.m.

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

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/87022709361?pwd=eVZZMnFXZVlCaFFnNUZJSVE4dzVFUT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 870 2270 9361 Password: WsRm081622

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 (kholtlen@fpschools.org or 253-298-3010)
by 3 p.m. on August 15, 2022.

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

FRANKLIN PIERCE SCHOOLS

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

Franklin Pierce School Board's Operating Principles

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

Communications, Cooperation, and Trust

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

Effective Meetings

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

Decision Making

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

Addressing Citizen or Staff Complaints

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

Board Operations

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

**REGULAR MEETING OF THE BOARD OF DIRECTORS
Jo Anne Matson Administration Center
August 16, 2022 – 7 p.m.**

This meeting will be held in the JMAC District Office Board Room, Building C
located at 315 129th Street South in Tacoma, Washington.

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/87022709361?pwd=eVZZMnFXZVlCaFFnNUZJSVE4dzVFUT09>
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Webinar ID: 870 2270 9361 Password: WsRm081622

AGENDA

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

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

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent's Office (kholtan@fpschools.org or 253-298-3010) by 3 p.m. on August 15, 2022.

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

VI. Consent Agenda

- 1. Minutes: July 5, 2022; August 9, 2022A
- 2. Audit of Expenditures: July 2022B
- 3. Personnel ActionC
- 4. Budget Status Reports: June 2022D

VII. New Business

- 1. Travel Request: Overnight Field Trip with Students – FPHS Football CampE
- 2. Travel Request: Overnight Field Trip with Students – KMS Leadership, Kolt Crew, AVID.F
- 3. 2022-2023 Career & Technical Education Course Approval.....G
- 4. Harvest Pierce County and Pierce Conservation ContractH
- 5. WA Health Care Authority Medicaid Match Contract AmendmentI
- 6. Resolution 22-R-14: Comprehensive School Counseling PlanJ
- 7. International Union of Operating Engineers (IUOE) Collective Bargaining AgreementK
- 8. Non-Represented Professional Technical & Administrative Support Salary ScheduleL
- 9. Non-Represented Administrators Salary ScheduleM
- 10. Association of Franklin Pierce Principals Salary ScheduleN

VIII. Proposals

- 1. Policy 2140: Comprehensive School Counseling ProgramO
- 2. Policy 2161: Special Education and Related Services for Special Ed StudentsP
- 3. Policy 2190: Highly Capable ProgramsQ

IX. Information

- 1. Procedure 2140P: Comprehensive School Counseling ProgramR
- 2. Procedure 2161.1P: Special Education and Related Services for Special Ed Students.....S
- 3. Procedure 2190P: Highly Capable ProgramsT

X. Adjournment

Next Meeting: September 13, 2022

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 861 0034 4670 – (253) 215-8782 or in-person at the JMAC Board Room located at 315 129th Street South, Tacoma, WA 98444.

July 5, 2022

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the meeting to order at 12:00 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

22-M-73

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE BOARD

- Mrs. Sherman commented on the student representatives to the board procedure and the graduation ceremonies.
- Dr. Mendoza commented on the graduation ceremonies.

ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY

- Ms. Opal Huston commented on the efforts to save Parkland School.
- Ms. Wendy Freeman commented on the efforts to save Parkland School.
- Mr. Bruce Rushton commented on the efforts to save Parkland School.
- Ms. Ruth Peterson commented on the efforts to save Parkland School.

CONSENT AGENDA

22-M-74

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

(1) Minutes

Minutes of the Board of Directors were approved for the special and regular meetings held June 21, 2022.

(2) Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE
Disney, JoDee	Teacher	Franklin Pierce	08/22/2022
Gonzalez, Jessica	Family Support Specialist	Hewins ELC	08/25/2022
Hendricks, Tia	Teacher	Central Avenue	08/22/2022
Juves, Mario	Assistant Principal	Keithley	07/01/2022
Luedeke, Lauren	Family Support Specialist	Hewins ELC	08/25/2022
Maritz, Katherine	Teacher	Keithley	08/22/2022

NEW HIRES (continued)

NAME	POSITION	LOCATION	HIRE DATE
Masai, Takayuki	Teacher	Washington High	08/22/2022
Movrich, Jennie	School Teacher	Franklin Pierce	08/22/2022
Newmann, Michael	Special Education Teacher	Franklin Pierce	08/22/2022
Pratt, Megan	Teacher	Midland	08/22/2022

TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE	REASON
Anderson, Kimberly	Teacher	Ford	08/31/2022	Resignation
Apelu, Faataualofa	Paraeducator	Franklin Pierce	08/31/2022	Resignation
Armstrong, Peggy	Paraeducator	Harvard	08/31/2022	Resignation
Figueroa, Ada	Bilingual Family Liaison	K-12	06/30/2022	Resignation
Houk, Melissa	Special Ed Teacher	Midland	08/31/2022	Resignation
James, Devon	Teacher	Keithley	08/31/2022	Resignation
Killingsworth, Christopher	Custodian	Franklin Pierce	06/06/2022	Termination
Montgomery, Jazzmn	Paraeducator	Keithley	08/31/2022	Resignation
Murphy, Jennifer	Teacher	Franklin Pierce	08/31/2022	Resignation
Pearsall, Roxanne	Paraeducator	Brookdale	08/31/2022	Resignation
Ray, Erin	Teacher	Midland	08/31/2022	Resignation
Reynolds, Karen	Chief Custodian	Hewins ELC	08/31/2022	Retirement
Tongedahl, Isaiah	Paraeducator	Elmhurst	08/31/2022	Resignation
Vanderwood, Nicole	Teacher	Midland	08/31/2022	Resignation
Weisenmiller, Beth	Teacher	GATES	08/31/2022	Resignation
Weigand, Robin	FT Custodial Sub	Ford	06/20/2022	Termination
Wolf, Gregory	Paraeducator	Franklin Pierce	08/31/2022	Resignation
Yevchev, Yana	Paraeducator	Central Avenue	08/31/2022	Resignation
Young, Scott	Warehouse Coordinator	Support Services	07/19/2022	Retirement

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Berggren, Christopher	08/22/2022	Teacher / Washington	Promotion
Hillius, Kristin	08/22/2022	MTSS Instructional Coach / Ford	Reassignment
Kasprzyk, Basia	08/22/2022	Teacher / James Sales	Reassignment
Kitchen, Rachelle	08/22/2022	Program Specialist / Teaching & Learning Services	Promotion

APPOINTMENTS / PROMOTIONS / TRANSFERS (continued)

NAME	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Paz, Ramon	08/22/2022	CTE Specialist / College & Career Readiness	Promotion
Philpott, Jaclyn	08/22/2022	Program Specialist / Teaching & Learning Services	Promotion
Quill, Victoria	08/22/2022	Teacher / Central Avenue	Reassignment

CORE INSTRUCTIONAL MATERIALS ADOPTION: *BRAIDING SWEETGRASS*

22-M-75

It was moved by Mr. Nerio, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt the core instructional materials, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teaching of Plants*, for Food Justice in Action.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *THE CULTURAL LANDSCAPE*

22-M-76

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt the core instructional materials, *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*, for AP Human Geography.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *UNDERSTANDING MUSIC: PAST & PRESENT*

22-M-77

It was moved by Mrs. Sherman, seconded by Mr. Sablan, and unanimously passed that the Board of Directors adopt the core instructional materials, *Understanding Music: Past and Present*, for History of Classical Music.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS ADOPTION: *ETHNIC STUDIES II*

22-M-78

It was moved by Mr. Nerio, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt the listed supplemental instructional materials for the new Ethnic Studies II course.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS ADOPTION: *WASHINGTON STATE HISTORY*

22-M-79

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt the listed supplemental instructional materials for Washington State History.

POLICY 2413: *EQUIVALENCY CREDIT OPPORTUNITIES*

22-M-80

It was moved by Mrs. Sherman, seconded by Mr. Sablan, and unanimously passed that the Board of Directors adopt revised Board Policy 2413: Equivalency Credit Opportunities.

POLICY 2402: *ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT*

22-M-81

It was moved by Mr. Sablan, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt new Board Policy 2402: English Language Arts Mastery-Based Credit.

POLICY 2403: *MATH MASTERY-BASED CREDIT*

22-M-82

It was moved by Mr. Nerio, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt new Board Policy 2403: Math Mastery Based-Credit.

POLICY 2404: *SCIENCE MASTERY-BASED CREDIT*

22-M-83

It was moved by Mrs. Sherman, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt new Board Policy 2404: Science Mastery-Based Credit.

POLICY 2405: *SOCIAL STUDIES MASTERY-BASED CREDIT*

22-M-84

It was moved by Mr. Sablan, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt new Board Policy 2405: Social Studies Mastery-Based Credit.

POLICY 2406: THE ARTS MASTERY-BASED CREDIT

22-M-85

It was moved by Mr. Nerio, seconded by Mr. Sablan, and unanimously passed that the Board of Directors adopt new Board Policy 2406: The Arts Mastery-Based Credit.

22-M-86

POLICY 2407: HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

It was moved by Mrs. Sherman, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt new Board Policy 2407: Health and Physical Education Mastery-Based Credit.

POLICY 2409: WORLD LANGUAGE MASTERY-BASED CREDIT

22-M-87

It was moved by Mr. Sablan, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt revised Board Policy 2409: World Language Mastery-Based Credit.

2022-2023 COLLEGE IN THE HIGH SCHOOL AGREEMENTS WITH CENTRAL WASHINGTON UNIVERSITY AND EASTERN WASHINGTON UNIVERSITY

22-M-88

It was moved by Mrs. Sherman, seconded by Mr. Sablan, and unanimously passed that the Board of Directors approve participation of Franklin Pierce School District high school students in the Central Washington University and Eastern Washington University College in the High School programs during the 2022-2023 school year.

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

22-M-89

It was moved by Mrs. Sherman, seconded by Mr. Nerio, and unanimously passed that the Board of Directors adopt Resolution 22-R-13, approving the 2025-2026 budget projection amendment for Franklin Pierce Schools.

OUT-OF-ENDORSEMENT ASSIGNMENTS

22-M-90

It was moved by Mr. Nerio, seconded by Mr. Sablan, and unanimously passed that the Board of Directors the assignment of Amy Queen to teach Writing and Ryan Walston to teach Mathematics.

PROCEDURE 1250P: STUDENTS ON GOVERNING BOARDS

Dr. Goodpaster, Superintendent, presented revised Board Procedure 1250P: Students on Governing Boards 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 12:55 p.m. for approximately 60 minutes with no action to follow to review 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 2:14 p.m.

ADJOURNMENT

Dr. Mendoza announced that the next regular meeting of the Board of Directors will be held on Tuesday, August 16, 2022, beginning at 7:00 p.m. The meeting will be held at the Jo Anne Matson Administrative Center.

There being no further business to transact, the meeting adjourned at 2:17 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 in-person at the Pierce County Skills Center located at 16117 Canyon Road East in Puyallup, Washington.

August 9, 2022

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Dr. Mendoza called the special meeting to order at 8:24 a.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School Board Director End-of-Year Self-Assessment Results
2. 2022-2023 Board Business
 - School Board Student Representatives
 - Board Operating Principles
 - Board Meetings
 - Introductions and Organizational Changes
3. Strategic Planning Discussion
 - Strategic Priority Advisory Team
 - Superintendent's Advisory Team
 - Strategic Planning Updates
 - PK-12
 - Social Justice and Equity
 - Family and Community Partnerships
 - Improving Instruction
 - Board Reflections on Strategic Planning

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 3:15 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 16, 2022
SUBJECT: Audit of Expenditures

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held August 16, 2022, authorizes the County Treasurer to pay all warrants/transfers specified below. To obtain a copy of the detailed listing, please contact the Superintendent's Office.

	Number	Amount	Date Issued
General Fund – Payroll	Direct Dep/Bank Fees	\$7,158,516.45	7/29/2022
	272798-272826	\$17,962.05	7/29/2022
	272827-272861	\$3,093,761.72	7/29/2022
General Fund – A/P	A/P Direct Deposit	\$11,027.67	7/15/2022
	272740-272790	\$455,819.58	7/15/2022
	A/P Direct Deposit	\$658,395.78	7/29/2022
	272862-272906	\$394,752.58	7/29/2022
Capital Projects	A/P Direct Deposit	\$462,442.26	7/15/2022
	272791-272797	\$826,315.27	7/15/2022
	A/P Direct Deposit	\$7,473.80	7/29/2022
	272907-272912	\$46,974.48	7/29/2022
ASB	A/P Direct Deposit	\$11,595.72	7/15/2022
	A/P Direct Deposit	\$8,846.98	7/29/2022
Trust	A/P Direct Deposit	\$79.95	7/29/2022

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: August 16, 2022
SUBJECT: Personnel Action

NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE	REASON
Aguirre, Dana	Teacher	Ford	08/22/2022	Growth
Anderson, Philip	Teacher	Franklin Pierce	08/22/2022	Replacement
Andrews, Michael	Athletic Coordinator / Teacher	Franklin Pierce	08/22/2022	Replacement
Batts, Vanessa	Assistant Principal	Central Avenue	08/03/2022	Replacement
Bernhoft, Ciarra	Teacher	James Sales	08/22/2022	Replacement
Brastad, Hilary	Learning Specialist	Midland	08/22/2022	Replacement
Burnison, Monic	Paraeducator	Gates	08/30/2022	Replacement
Crawford, Shaylene	Paraeducator	Elmhurst	08/29/2022	Replacement
Cutter, Amy	Teacher	Franklin Pierce	08/22/2022	Replacement
Davis, Shannon	Paraeducator	Central Avenue	08/29/2022	Replacement
Dawkins, Ranan	Teacher	Ford	08/22/2022	Replacement
Garriepy, Jamie	Teacher	Keithley	08/22/2022	Leave Replacement
Gibson, Colleen	Teacher	Midland	08/22/2022	Replacement
Giffin, Courtney	Paraeducator	GATES	08/29/2022	Replacement
Gutierrez Perez, Lisbeth	Paraeducator	Midland	08/29/2022	Replacement
Hawkins, Anne	Teacher	Ford	08/22/2022	Replacement
Hernandez, Ariana	Teacher	Franklin Pierce	08/22/2022	Replacement
Hickman, Christan	Special Education Teacher	Hewins ELC	08/22/2022	Replacement
Ingram, James	Teacher	James Sales	08/22/2022	Replacement
Kelly, Diana	Teacher	Ford	08/22/2022	Replacement
Kuich, Melisa	Paraeducator	Central Avenue	08/29/2022	Replacement
Lorms, David	Teacher	Midland	08/22/2022	Replacement
Marrion, Thomas	Teacher	Keithley	08/22/2022	Leave Replacement
Martin, Rachael	Teacher	Ford	08/22/2022	Replacement
Martinez, Denise	Teacher	Ford	08/22/2022	Replacement

NEW HIRES (continued)

NAME	POSITION	LOCATION	HIRE DATE	REASON
McCloud, Cassidy	Teacher	James Sales	08/22/2022	Replacement
Mosier, Madison	Teacher	Christensen	08/22/2022	Leave Replacement
Pritchett, Napayshni	Paraeducator	Elmhurst	08/30/2022	Replacement
Robb, Abby	Teacher	Brookdale	08/22/2022	Replacement
Rock, Jennifer	Teacher	GATES	08/22/2022	Replacement
Ryle, Christian	Paraeducator	James Sales	08/30/2022	Growth
Ryle, Jennifer	Assistant Principal	Ford	07/25/2022	Growth
Sandsness, Gabrielle	Teacher	Christensen	08/22/2022	Replacement
Taylor, Sarah	Teacher	Christensen	08/22/2022	Replacement
Trujillo, Marylin	Teacher	Franklin Pierce	08/22/2022	Replacement
Tucker, Autumn	Teacher	Washington	08/22/2022	Replacement
Walsh, Amy	Special Education Teacher	Ford	08/22/2022	Replacement
Williams, Felita	Special Education Teacher	Midland	08/22/2022	Replacement

TERMINATIONS

NAME	POSITION	LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Bradbeer, Sandra	Classified Manager	Human Resources	07/15/2014	08/31/2022	Retirement
Broadwell, Nicole	Teacher	Washington	08/28/2012	08/31/2022	Resignation
Cosentino, Corey	Teacher	Ford	09/24/2009	08/31/2022	Resignation
Davis, Maraye	Teacher	James Sales	08/25/2014	08/31/2022	Resignation
Filisi, Britta	Custodian	Franklin Pierce	03/28/2022	06/23/2022	Termination
Frazier, Libby	Speech Language Pathologist	Teaching & Learning Services	08/26/1998	08/31/2022	Resignation
Kim, Young	Paraeducator	Christensen	01/02/1980	08/31/2022	Retirement
Lavelle, Mollie	Teacher	Midland	08/22/2022	07/18/2022	Resignation
Mason, Shanan	Teacher	Brookdale	08/19/2013	08/31/2022	Resignation
Omdal, Madeline	Teacher	James Sales	08/25/2014	08/31/2022	Resignation
Peterman, Paula	Payroll Coordinator	Business Services	11/14/2017	07/08/2022	Resignation
Porter, Kyle Elizabeth	Online Teacher Lead	Teaching & Learning Services	09/07/2021	08/31/2022	Assignment End
Siebert, Ronda	Teacher	James Sales	08/25/2014	08/31/2022	Resignation
Simpson, Gail	Special Ed Teacher	Hewins ELC	08/20/2018	08/31/2022	Retirement
Smith, Emily	Assistant Principal	Keithley	08/23/2021	06/30/2022	Assignment End
Thulin, Katrina	Teacher	Harvard	08/23/2021	08/31/2022	Assignment End
Tillis, Tasheena	Paraeducator	Elmhurst	08/28/2018	08/31/2022	Resignation

TERMINATIONS (continued)

NAME	POSITION	LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Wolf, Gregory	Paraeducator	Franklin Pierce	10/26/2020	08/31/2022	Resignation
Woolfork, Clay	IT Network Specialist	Information Tech	04/04/2022	07/22/2022	Resignation
Yaworski, Mary Brittany	Special Ed Teacher	Hewins ELC	03/01/2018	08/31/2022	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS POSITION & LOCATION	EFFECTIVE DATE	NEW POSITION & LOCATION	REASON
Cook, Kyanne	Teacher / Washington	08/22/2022	Program Specialist / Teaching & Learning Services	Promotion
Gillespie, Katie	Safety & Security Supervisor / Central Office	07/01/2022	Director of Safety & Security / Central Office	Promotion
Jones, Lana	Special Ed Teacher / GATES	08/22/2022	Special Education Teacher / Washington	Reassignment
Marshall, Brandy	Director of Human Resources / Central Office	07/01/2022	Executive Director of Human Resources and Business / Central Office	Promotion
Marshall, Jayne	Teacher / Collins	08/22/2022	Teacher / Keithley	Reassignment
Martin, Kathryne	Teacher / Franklin Pierce	08/22/2022	District Mentor / Teaching & Learning Services	Promotion
Miller, Claudia	Family & Community Partnership Coordinator / Central Office	07/01/2022	Director of Family & Community Partnerships / Central Office	Promotion
Mohs, William	Teacher / Ford	08/22/2022	Program Specialist / Teaching & Learning Services	Promotion
Pierce, Jay Bradley	IT Customer Support Manager / Information Technology	07/01/2022	Assistant Director of Information Technology / Information Technology	Promotion
Pollard, Julien	Equity Coordinator / Central Office	07/01/2022	Director of Equity / Central Office	Promotion



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: August 16, 2022
SUBJECT: Budget Status Reports, June 2022

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

General Fund

As of June 30, 2022, the ending fund balance was \$7,998,113. Property tax receipted was \$80,727 in June for a total revenue of \$6,998,144. Expenditures totaled \$12,619,183 with an excess of expenditures over revenues \$5,621,039.

Capital Project Fund

As of June 30, 2022, the ending fund balance was \$22,748,950. Property tax receipted was \$13,093. Local income from interest, E-rate and impact fees totaled \$1,362,102.

- **Expenditures:**
 - **Bond: \$980,493**
 - **Technology Levy: \$86,694**
 - General: \$-365
 - Network Infrastructure: \$3,402
 - New Computers: \$23,201
 - Fiber: \$18,529
 - VOIP Charges: \$23,490
 - Utilities: \$12,937
 - Bell & Clock: \$5,500

Debt Service Fund

Property tax collections in June totaled \$58,744 with ending fund balance of \$3,684,091. June bond interest payment of \$2,903,850 was paid.

Associated Student Body Fund

Ending fund balance was \$523,830.

Transportation Vehicle Fund

Ending fund balance was \$957,888.

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

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	14,380,077	80,727.85	15,456,849.36		1,076,772.36-	107.49
2000 LOCAL SUPPORT NONTAX	498,691	148,758.38	503,407.93		4,716.93-	100.95
3000 STATE, GENERAL PURPOSE	75,095,502	3,916,715.71	53,591,814.41		21,503,687.59	71.36
4000 STATE, SPECIAL PURPOSE	23,833,298	1,424,898.83	17,180,183.89		6,653,114.11	72.08
5000 FEDERAL, GENERAL PURPOSE	85,000	6,661.45	73,946.30		11,053.70	87.00
6000 FEDERAL, SPECIAL PURPOSE	22,318,926	1,420,381.80	14,817,289.63		7,501,636.37	66.39
7000 REVENUES FR OTH SCH DIST	0	.00	676.15		676.15-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	125,000.00		125,000.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 136,211,494	 6,998,144.02	 101,749,167.67		 34,462,326.33	 74.70
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	68,926,627	6,397,339.43	51,015,655.11	9,996,565.40	7,914,406.49	88.52
10 Federal Stimulus	453,400	579,430.11	2,435,694.97	378,645.76	2,360,940.73-	620.72
20 Special Ed Instruction	21,417,907	1,717,122.21	16,356,156.85	3,284,445.70	1,777,304.45	91.70
30 Voc. Ed Instruction	3,722,389	443,034.14	3,743,996.76	710,486.47	732,094.23-	119.67
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,836,114	1,197,515.76	10,073,910.00	1,875,607.14	1,886,596.86	86.36
70 Other Instructional Pgms	799,484	56,195.90	607,338.06	106,153.90	85,992.04	89.24
80 Community Services	732,989	59,514.40	564,008.63	99,627.81	69,352.56	90.54
90 Support Services	30,474,759	2,169,031.18	21,984,849.25	5,117,538.70	3,372,371.05	88.93
 <u>Total EXPENDITURES</u>	 140,363,669	 12,619,183.13	 106,781,609.63	 21,569,070.88	 12,012,988.49	 91.44
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	4,152,175-	5,621,039.11-	5,032,441.96-		880,266.96-	21.20
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 12,000,000		 13,030,555.40			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 7,847,825		 7,998,113.44			
<u>(E+F + OR - G)</u>						

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,571,001	13,093.18	2,524,325.79		46,675.21	98.18
2000 Local Support Nontax	564,500	1,349,009.10	1,693,579.49		1,129,079.49-	300.01
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	9,228,000	.00	58,363.48		9,169,636.52	0.63
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	166,950.00		166,950.00-	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 12,363,501	 1,362,102.28	 4,443,218.76		 7,920,282.24	 35.94
 <u>B. EXPENDITURES</u>						
10 Sites	0	463,490.80	1,787,357.57	1,261,187.32	3,048,544.89-	0.00
20 Buildings	46,728,000	501,522.34	11,848,771.72	18,466,682.17	16,412,546.11	64.88
30 Equipment	4,400,000	105,118.68	3,609,691.85	1,789,539.86	999,231.71-	122.71
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	1,100	.00	950.00	0.00	150.00	86.36
 <u>Total EXPENDITURES</u>	 51,129,100	 1,070,131.82	 17,246,771.14	 21,517,409.35	 12,364,919.51	 75.82
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	38,765,599-	291,970.46	12,803,552.38-		25,962,046.62	66.97-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 42,222,687		 35,552,503.24			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 3,457,088		 22,748,950.86			
<u>(E+F + OR - G)</u>						

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

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	10,277,213	58,744.64	10,128,145.15		149,067.85	98.55
2000 Local Support Nontax	10,000	2,623.79	6,208.74		3,791.26	62.09
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 10,287,213	 61,368.43	 10,134,353.89		 152,859.11	 98.51
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,770,000	.00	3,770,000.00	0.00	.00	100.00
Interest On Bonds	5,882,700	2,903,850.00	5,882,700.00	0.00	.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>	 9,662,700	 2,903,850.00	 9,653,300.00	 0.00	 9,400.00	 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>	624,513	2,842,481.57-	481,053.89		143,459.11-	22.97-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 2,197,913		 3,203,037.67			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 2,822,426		 3,684,091.56			
<u>(E+F + OR - G)</u>						

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

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 GENERAL STUDENT BODY	307,027	57,034.15	145,470.20		161,556.80	47.38
2000 ATHLETICS	206,700	3,291.63	119,920.80		86,779.20	58.02
3000 CLASSES	49,500	537.00	15,259.00		34,241.00	30.83
4000 CLUBS	136,300	3,797.00	34,330.45		101,969.55	25.19
6000 PRIVATE MONEYS	34,981	170.90	21,016.48		13,964.52	60.08
Total REVENUES	734,508	64,830.68	335,996.93		398,511.07	45.74
B. EXPENDITURES						
1000 GENERAL STUDENT BODY	320,707	12,489.12	60,397.61	3,238.28	257,071.11	19.84
2000 ATHLETICS	209,600	15,935.53	79,016.99	450.00	130,133.01	37.91
3000 CLASSES	47,600	4,140.91	15,898.49	0.00	31,701.51	33.40
4000 CLUBS	169,550	3,984.09	28,804.06	0.00	140,745.94	16.99
6000 PRIVATE MONEYS	16,500	.00	9,189.17	0.00	7,310.83	55.69
Total EXPENDITURES	763,957	36,549.65	193,306.32	3,688.28	566,962.40	25.79
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	29,449-	28,281.03	142,690.61		172,139.61	584.53-
D. TOTAL BEGINNING FUND BALANCE	350,000		381,139.83			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	320,551		523,830.44			
C+D + OR - E)						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)For the FRANKLIN PIERCE SCHOOLS School District for the Month of June, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,000	750.80	2,182.57		182.57-	109.13
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	380,000	.00	.00		380,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	708,126	.00	.00		708,126.00	0.00
9000 Other Financing Sources	0	.00	39,750.00		39,750.00-	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	1,090,126	750.80	41,932.57		1,048,193.43	3.85
 B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	1,090,126	750.80	41,932.57		1,048,193.43	3.85
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	1,687,000	.00	.00	1,682,136.82	4,863.18	99.71
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	1,687,000	.00	.00	1,682,136.82	4,863.18	99.71
 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>	596,874-	750.80	41,932.57		638,806.57	107.03-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	915,694		915,955.56			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u>	318,820		957,888.13			
<u>(G+H + OR - I)</u>						



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: August 16, 2022
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: Franklin Pierce High School, Football Team
Destination: Tenino, WA
Purpose: Football Camp

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

RECOMMENDATION

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

ACTION REQUIRED

FRANKLIN PIERCE SCHOOLS

APPLICATION FOR OVERNIGHT FIELD TRIP WITH STUDENTS

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

Date of Application: 7/6/2022

School: Franklin Pierce High School

Name of Teacher/Advisor/Travelers: Trevor Hanson

Class/Group: FPHS Football team

How many students will be attending?: 35

How many adults will provide supervision? 7

Conference Name/Activity: Tenino Football Camp

Destination (City, State): Tenino High School

Departure Date: 7/21/2022

Departure Time: 7 am

Return Date: 7/23/2022

Estimated Return Time: 6 pm

Method of Transportation: Bus

Educational Objective(s): Team building, skill development, competition and fun

Describe activities planned for trip: Practice, scrimmage other teams, meetings, team building

ESTIMATED TRAVEL COSTS

		Cost	Funding Source
Payroll	Substitutes	\$ _____	_____
Procurement Card	Registration Fee	\$ _____	_____
	Lodging	\$ _____	_____
	Transportation	\$ <u>800.00</u>	<u>FPS Athletics</u>
	Other	\$ <u>2800.00</u>	<u>FPHS Football Boosters</u>
Reimbursement	Mileage	\$ _____	_____
	Meals	\$ _____	_____
	TOTAL	\$ <u>3600.00</u>	_____

Comments:

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



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: August 16, 2022
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: Keithley Middle School Leadership, Kolt Crew, and AVID Students

Destination: Tacoma, WA

Purpose: Leadership, Community Building, and Service

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

RECOMMENDATION

I move that the Board of Directors approve the overnight field trip travel request with Keithley Middle School Leadership, Kolt Crew, and AVID students.

ACTION REQUIRED

FRANKLIN PIERCE SCHOOLS

APPLICATION FOR OVERNIGHT FIELD TRIP WITH STUDENTS

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

Date of Application: 8/8/2022

School: Keithley Middle School

Name of Teacher/Advisor/Travelers: Katie Hohnstein-Van Etten, Jasmine Chacon, Ryan Walston

Class/Group: Advanced Leadership, Kolt Crew, and select AVID students enrolled in classes for 2022-23

How many students will be attending?: 55

How many adults will provide supervision? 3

Conference Name/Activity: Back to School Leadership Lock-In

Destination (City, State): Keithley Middle School

Departure Date: 8/26/2022

Departure Time: 9:00 a.m.

Return Date: 8/27/2022

Estimated Return Time: 9:00 a.m.

Method of Transportation: None required - staying on school campus

Educational Objective(s): Attending students will better understand the responsibilities of their leadership roles; get to know each other; and learn to support staff and students as they prepare and return to school.

Describe activities planned for trip: Students will participate in leadership challenges and name games, support staff members in setting up their classrooms, create the mission and vision statements for PGK leadership programs

ESTIMATED TRAVEL COSTS

		Cost	Funding Source
Payroll	Substitutes	<u>\$ 0</u>	<u>N/A</u>
Procurement Card	Registration Fee	<u>\$ 0</u>	<u>N/A</u>
	Lodging	<u>\$ 0</u>	<u>N/A</u>
	Transportation	<u>\$ 0</u>	<u>N/A</u>
	Other	<u>\$ 0</u>	<u>N/A</u>
Reimbursement	Mileage	<u>\$ 0</u>	<u>N/A</u>
	Meals	<u>\$ 600</u>	<u>\$300 ASB \$300 General Fund</u>
	TOTAL	<u>\$ 600</u>	

Comments:
This food cost is an estimation, and may decrease depending on the response we receive from our Nutrition Services staff.

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



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Timothy Bremner, Director of College and Career Readiness
DATE: August 16, 2022
SUBJECT: 2022-2023 Career and Technical Education (CTE) Courses

BACKGROUND INFORMATION

Policy 2170: The district's Career and Technical Education (CTE) is a planned program of courses and learning experiences that begins with the exploration of career options. Additionally, the district's CTE program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high wage employment preparation, and includes advanced and continuing education courses. The district will include the program as part of the regular curriculum of the district.

CTE courses achieve re-approval as part of the Career and Technical Education Course Program Approval process. The Office of Superintendent of Public Instruction (OSPI) Career and Technical Education Program Re-Approval requires that the Board annually review and approve courses. Attached is a revised list of 2022-2023 CTE courses that is being forwarded to the Board for approval. Middle school CTE courses appear in green font.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2023 Career and Technical Education courses.

ACTION REQUIRED

Franklin Pierce School District CTE Courses 2022 - 2023

Long Description	CIP Code	Delivery Method	Program Area
ROOTS	010301	High School	Agriculture Education and Science
ECO SYSTEM DESIGN	010308	High School	Agriculture Education and Science
FOOD JUSTICE IN ACTION SCI & CTE	010308	High School	Agriculture Education and Science
RESTORATION ECOLOGY	030101	High School	Agriculture Education and Science
FOOD JUSTICE IN ACTION ELA	030103	High School	Agriculture Education and Science
NATURAL RESOURCES AND CONSERVATION COOPERATIVE WORKSITE EXPERIENCE	038888	High School	Agriculture Education and Science
DIGITAL PHOTOGRAPHY BEGINNING	100201	High School	Skilled & Technical Science
PHOTOGRAPHY AND VIDEO	100201	Middle School	Skilled & Technical Science
VIDEO EDITING	100202	High School	Skilled & Technical Science
VIDEO PRODUCTION	100202	High School	Skilled & Technical Science
DIGITAL ARTS	100290	Middle School	Skilled & Technical Science
GRAPHIC DESIGN	100301	High School	Skilled & Technical Science
YEARBOOK	100303	High School	Business & Marketing
SCREEN PRINTING BEGINNING	100305	High School	Skilled & Technical Science
SCREEN PRINTING ADVANCED	100305	High School	Skilled & Technical Science
AP COMPUTER SCIENCE	110201	High School	Business & Marketing
TECHNOLOGY EXPLORATION	110601	High School	Business & Marketing
INTRODUCTION TO COMPUTER SCIENCE	110701	High School	Business & Marketing
CULINARY ARTS BEGINNING	120505	High School	Family & Consumer Science
CULINARY ARTS ADVANCED	120505	High School	Family & Consumer Science
TEACHING ACADEMY	130101	High School	Family & Consumer Science
ROBOTICS TECHNOLOGY	140102	High School	STEM
INTRODUCTION TO ENGINEERING DESIGN	149991	High School	STEM
APP CREATORS	149995	Middle School	STEM
AUTOMATION AND ROBOTICS	149995	Middle School	STEM
COMPUTER SCIENCE FOR INNOVATOR	149995	Middle School	STEM
DESIGN AND MODELING	149995	Middle School	STEM
AEROSPACE MANUFACTURING BEGINNING	150801	High School	STEM
AEROSPACE MANUFACTURING ADVANCED	150801	High School	STEM
AMERICAN SIGN LANGUAGE - 1st Year	161603	High School	Family & Consumer Science
AMERICAN SIGN LANGUAGE - 2nd Year	161603	High School	Family & Consumer Science
AMERICAN SIGN LANGUAGE - 3rd Year	161603	High School	Family & Consumer Science
INDEPENDENT LIVING	190002	High School	Family & Consumer Science
FAMILY HEALTH	190003	High School	Family & Consumer Science

Franklin Pierce School District CTE Courses 2022 - 2023

Long Description	CIP Code	Delivery Method	Program Area
CHILD DEVELOPMENT	190706	High School	Family & Consumer Science
EARLY CHILDHOOD EDUCATION	190708	High School	Family & Consumer Science
FAMILY AND CONSUMER SCIENCE COOPERATIVE WORKSITE EXPERIENCE	198888	High School	Family & Consumer Science
MUSIC AND SOUND DESIGN	210198	Middle School	STEM
PRINCIPLES OF BIOMEDICAL SCIENCE	260102	High School	Health Science
HUMAN BODY SYSTEMS	260103	High School	Health Science
BIOMEDICAL INNOVATION	260104	High School	Health Science
FINANCIAL LITERACY	270305	High School	Business & Marketing
AFJROTC DRILL AND CEREMONIES	280301	High School	Skilled & Technical Science
AFJROTC MANAGEMENT OF THE CADET CORPS	280301	High School	Skilled & Technical Science
AFJROTC MILESTONES INTO AVIATION HISTORY	280301	High School	Skilled & Technical Science
AFJROTC SURVIVAL: SURVIVE AND RETURN	280301	High School	Skilled & Technical Science
AFJROTC THE SCIENCE OF FLIGHT: A GATEWAY TO NEW HORIZONS	280301	High School	Skilled & Technical Science
FITNESS SPECIALIST	310507	High School	Health Science
CAREER CHOICES	320107	High School	All Program Areas
CONSTRUCTION TRADES	460100	High School	Skilled & Technical Science
PRECISION PRODUCTION COOPERATIVE WORKSITE EXPERIENCE	488888	High School	Skilled & Technical Science
AP ART AND DESIGN	500402	High School	Skilled & Technical Science
VISUAL ART AND DESIGN	500402	High School	Skilled & Technical Science
DIGITAL PHOTOGRAPHY ADVANCED	500406	High School	Skilled & Technical Science
COMMUNITY ART	500499	High School	Skilled & Technical Science
POTTERY BEGINNING	500797	High School	Skilled & Technical Science
POTTERY ADVANCED	500797	High School	Skilled & Technical Science
GLASS ART BEGINNING	500797	High School	Skilled & Technical Science
GLASS ART ADVANCED	500797	High School	Skilled & Technical Science
MEDICAL INTERVENTIONS	510717	High School	Health Science
SPORTS MEDICINE BEGINNING	510913	High School	Health Science
SPORTS MEDICINE ADVANCED	510913	High School	Health Science
BUSINESS MANAGEMENT	520204	High School	Business & Marketing
ENTREPRENEURSHIP	520701	High School	Business & Marketing
MARKETING	521400	High School	Business & Marketing

Franklin Pierce School District CTE Courses 2022 - 2023

Franklin Pierce School District Career & Technical Education (CTE) General Advisory has reviewed and determined that the courses and programs offered do meet the local and state occupational demands.

Timothy Bremner, College & Career Readiness Director

Date

John Ashworth, Advisory Committee Chair

Date

Gil Mendoza, FPS Board President

Date

Lance Goodpaster, FPS Superintendent

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: Tim Bremner, Director of College and Career Readiness/CTE
DATE: August 16, 2022
SUBJECT: Memorandum of Understanding with Pierce Conservation District

BACKGROUND INFORMATION

The Farm property owned by the Franklin Pierce School District has become a teaching and learning space that not only engages hundreds of students and community members in education related to sustainable agriculture but also provides food for our school cafeterias. This Memorandum of Understanding provides clarity about the joint efforts of FPSD and Pierce Conservation District to support the programming at the Farm.

RECOMMENDATION

I move that the Board of Directors approve the Memorandum of Understanding between Franklin Pierce School District and Pierce Conservation District.

ACTION REQUIRED



Memorandum of Understanding between Franklin Pierce School District (FPSD) and Pierce Conservation District (PCD)

The purpose of the Farm at FP Schools is to support students and community members to grow culturally nourishing relationships with food, farming and the natural world, while recognizing the impact of past and present theft of land and labor. We do this by providing rigorous education centered around the living farm space and food justice issues in our community. We strive to uplift the land as a primary source for learning and share its bounty to nourish our community. This Memorandum of Understanding is to provide clarity about the joint effort between FPSD and PCD to support the programming at the Farm for the benefit of the community.

There are several goals that the partnering agencies have agreed on:

- 1) The land as a teacher/primary source for both students and community
- 2) A place where students can experience and learn from the ecosystem of staff/faculty/parents/partners/community working together
- 3) An opportunity to engage community members in food system work, and especially to support the ongoing work of BIPOC food sovereignty
- 4) A source of healthy, culturally nourishing food for school cafeterias
- 5) A source of healthy, culturally nourishing food for community members
- 6) Develop intentional intersections between classroom instruction, work-based learning and community programs and opportunities to grow a youth development pathway for college, career and community agency in healthy and sustainable systems.

To achieve these goals, PCD and FPSD agree to partner to execute programming to meet a range of needs and serve a diversity of community members and students:

- 1) Farm Foundations Training – Training will combine classroom learning with hands-on skill building. Participants will learn what it takes to run a small-scale vegetable farm while growing produce for FPSD. The program will give students an introduction to ecosystem and agroecological theory, soil science, plant science, and farm planning and management – applying knowledge through physical farm work and observation on a weekly basis. A share of the harvest will be provided to participants weekly throughout the course of the season.
- 2) Positions - Partnering around various seasonal positions hired through Personal Services Contracts under PCD. See descriptions and details below.
- 3) Community Garden Partnership - PCD provides support for the community gardeners as part of the HPC Community Gardeners Program, which includes scheduling, assigning beds and functioning of the space. The Farm provides support around infrastructure and maintenance of the space.

- 4) Seed library - PCD provides organizational support, which includes outreach, promotion, and systems management. The Farm provides the physical space.

FPSD and PCD will collaborate when making decisions that impact the future of the farm or farm programming keeping the students at the center of those considerations.

Franklin Pierce School District will provide:

- Planning and maintenance of farm, including seasonal crop plan, weekly work plans, tools and materials, and informational aids for 2 acres of vegetable production
- Access and training for Compact Tractor, walk behind tractor and appropriate implements, tools and supplies for pre-approved PCD staff
- Use of a lockable storage space for community garden hand-tool storage
- Shed for housing Seed Library
- Regular maintenance of facilities and equipment
- The Franklin Pierce School District will establish policies related to PPE and work procedures to minimize exposure to workers and the public.

Pierce Conservation will provide:

- Certificate of insurance liability and /or accident coverage for PCD events on FPSD premises. The certificate is to show a minimum liability limit of \$1,000,000.
 - This applies to PCD managed programs: Farm Foundations, Community Garden, Seed Library and PCD events.
- Staff support
 - Communications help with volunteer recruitment and program outreach
 - Farm Foundations education and materials
- Support for the Community Garden located at the Farm
- Seasonal positions hired through Personal Services Agreements by PCD. Managed and supervised by Farm staff
 - Health Department SnapEd grant funded under contract with PCD:
 - Farm Summer Crew Facilitator
 - \$25/hr 25 hours a week for 9 weeks = \$5,625
 - Assistant Farm Manager
 - \$25/hr 20 hours a week for 18 weeks = \$9,000
 - FPSD funded:
 - Student Assistant Farm Manager
 - Summer Crew
 - 10 Summer Crew Members
 - \$17/hr, 20 hours a week for 9 weeks = \$30,600 for all crew members
 - 2 Student Summer Crew Co-Leads
 - \$19/hr, 20 hours a week for 9 weeks = \$6,840 total for 2 crew co-leads
 - Total student costs (\$37,440) + 5% admin fee (\$1,872) = \$39,312

Each party to this MOU will be responsible for the negligent acts or omissions of its own employees, officers, or agents in performance of this agreement. Neither party will be considered the agent of the other nor neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. This agreement becomes effective upon signing by both parties. Term of this agreement will expire May 1st, 2023 at which time both parties will review any necessary changes.

Acknowledged

PCD Representative:

Date

FPSD Representative:



Franklin Pierce Schools

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www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: August 16, 2022
SUBJECT: Interagency Agreement Contract Amendment for 2022-2024 Medicaid Administrative Claiming Activities


BACKGROUND INFORMATION

The purpose of this amendment is to extend the current contract with the Washington State Health Care Authority which supports Medicaid related outreach and linkage activities performed by our district staff to benefit our community. These activities assist residents who do not have adequate medical coverage and include explaining the benefits of the Medicaid program, assisting them in the Medicaid application and renewal processes, and linking them to Medicaid covered services. This contract provides a process for partially reimbursing the district for allowable and reasonable expenses associated with the time our staff spends performing Medicaid Administrative Claiming (MAC) activities.

RECOMMENDATION

I move that the Board of Directors approve the Contract Amendment of the Interagency Agreement between the Washington State Health Care Authority and Franklin Pierce School District for Medicaid Administrative Claiming HCA Contract Number K4375.

ACTION REQUIRED

	CONTRACT AMENDMENT	HCA Contract No.: K4375 Amendment No.: 1
THIS AMENDMENT TO THE CONTRACT is between the Washington State Health Care Authority and the party whose name appears below, and is effective as of the date set forth below.		
CONTRACTOR NAME Franklin Pierce School District No. 402	CONTRACTOR doing business as (DBA)	
CONTRACTOR ADDRESS 315 129 th St. S. Tacoma, WA 98444	WASHINGTON UNIFORM BUSINESS IDENTIFIER (UBI)	

WHEREAS, HCA and Contractor previously entered into an Agreement to support Medicaid related outreach and linkage activities to students and their families from the school district identified above, using the new RMTS claiming methodology approved by CMS, and;

WHEREAS, HCA and Contractor wish to amend the Agreement to extend the term;

NOW THEREFORE, the parties agree the Agreement is amended as follows:

1. Section 3, Period of Performance is amended to extend the Term of the Agreement from September 30, 2022, through September 30, 2024.
2. The Contract Cover Page is amended to change the Contract Manager from Jonathan Rush to Wendy Nelson.
3. This Amendment will be effective upon the date of last signature or September 30, 2022, whichever is earlier ("Effective Date").
4. All capitalized terms not otherwise defined herein have the meaning ascribed to them in the Agreement.
5. All other terms and conditions of the Agreement remain unchanged and in full force and effect.

The parties signing below warrant that they have read and understand this Amendment and have authority to execute the Amendment. This Amendment will be binding on HCA only upon signature by both parties.

CONTRACTOR SIGNATURE	PRINTED NAME AND TITLE	DATE SIGNED
HCA SIGNATURE	PRINTED NAME AND TITLE	DATE SIGNED



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: August 16, 2022
SUBJECT: Resolution 22-R-14: Comprehensive School Counseling Plan

BACKGROUND INFORMATION

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model. School Boards are required to approve plans for implementation of an aligned comprehensive school counseling program for the opening of the 2022-2023 school year.

This resolution brings us into compliance with required changes and reflect the work already underway in FPS by our Counseling By Design work group.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 22-R-14: Comprehensive School Counseling Plan.

ACTION REQUIRED



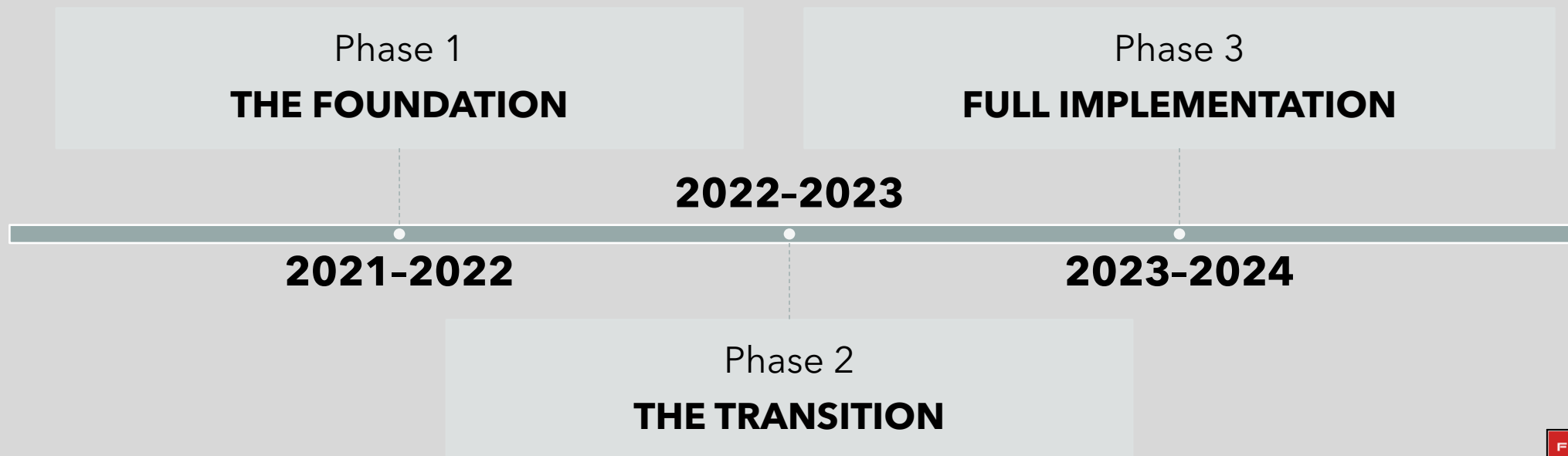
COUNSELING BY DESIGN

Implementing a Comprehensive School Counseling Program in
Franklin Pierce Schools

8.16.2022

Introduction to SSB 5030

Summary: To “align the role of the school counselor to the American School Counselor Association (ASCA) National Model best practices,” each school district must develop and implement a written plan for a comprehensive school counseling program by the beginning of the 2022-23 school year with full implementation by the 2023-24 school year.



TODAY

SSB 5030, requiring the development of Comprehensive School Counseling Program Plans, specifies that a **transition plan be created and adopted by the school board**, with implementation beginning during the 2022–23 school year.

TRANSITION PLAN COMPONENTS

The plan must establish a comprehensive school counseling program addressing:

1. USE OF STANDARDS: based on state and nationally recognized counselor frameworks/learning standards (OSPI/ASCA).
2. USE OF DATA: identifies student needs through a multilevel school data review.
3. USE OF TIME: explains how direct (80% of time) and indirect (20% of time) services will be delivered.
4. USE OF PERSONNEL: establishes an annual review and assessment process that includes building administrators and stakeholders.

THE PLAN: Use of Standards

A comprehensive school counseling program uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.
(See Appendix A)

Desired State of Expectations/Structures

What will this component look like once full implementation is achieved?

- Standards are outward facing to staff and community and connected to the graduate portrait
- Standards are consistently implemented as part of the instructional program
- PD is required for all staff re: the standards and how to implement in the classroom
- Annual use of behavior screening

Transition Action Plan

What steps will the district engage in to ensure that counselors are able to use their time effectively and appropriately (according to ASCA)?

- Post standards on FPS website
- Coordinate standards implementation with SEL curricular adoption
- Provide clear, regular, and consistent training and expectations around standards

Partners Involved

Which partners will be engaged in this portion of CSCP implementation?

- Teachers, school counselors, admin, paraprofessionals
- District-level school counseling leadership: CCR Director, Comprehensive Design Lead, Counselor Leads
- District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA/ASCA conferences)

Timeline toward full Implementation

What incremental steps during 2022-2023 will your district take to ensure full implementation by the 2023-2024 school year?

- Required PD during PRAD around trauma- informed practices and implementing SEL Standards into the classroom
- Establish Comprehensive Design Lead position
- Standards posted to FPS website
- Explore options for behavior screening

THE PLAN: Use of Data

A comprehensive school counseling program provides a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders. (See Appendix B)

Desired State of Expectations/Structures

What will this component look like once full implementation is achieved?

- Time tracking program available for all counselors (SCUTA) & time is tracked 2x per year
- Counselor's time spent aligns with ASCA's recommended time allocation
- Annual student and family needs assessment is conducted at each school
- Data is used to inform/develop FPS and school-based decisions/programs
- Counselors and admin meet annually to review program results data
- Each school has an Advisory Council that meets regularly
- Student/family voice is collected and used to inform the CSCP design

Transition Action Plan

What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?

- Time tracking data is reviewed in FPS and school-based meetings
- Development or identification of a needs assessment to be used at all schools
- Counselor utilization of Action Plan/Goal Setting templates
- Utilization of the ASCA Annual Administrative Conference template for counselor evaluations
- Regular and varied collection of student/family input

Partners Involved

Which partners will be engaged in this portion of CSCP implementation?

- Teachers, school counselors, admin, paraprofessionals, students, families
- District-level school counseling supervisors
- District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA/ASCA conferences)

Timeline toward full Implementation

What incremental steps during 2022-2023 will FPS take to ensure full implementation by the 2023-2024 school year?

- Pilot ASCA Annual Administrative Conference
- Development or identification of needs assessment
- Counselor use of ASCA Annual Student Outcome Goals template and Lesson Planning Templates
- Collection of student input through advisory lessons

THE PLAN: Use of Time

School counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time to providing direct and indirect services to benefit students, as aligned with national school counseling standards.
(See Appendix C)

Desired State of Expectations/Structures

What will this component look like once full implementation is achieved?

- 80% of school counselor time is consistently spent providing direct services and 20% is spent providing indirect services
- School-based admin and counselors collaborate around the CSCP

Transition Action Plan

What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?

- Time tracking system (SCUTA) obtained for school counselors to support ease and consistency of time tracking
- Expectation for all school counselors track their time 2x per year
- Utilize time-tracking data in FPS and school-level meetings to align school counselor roles with the 80/20-time allocation (according to ASCA)
- School counselor time is protected by district/admin to support the 80/20-time allocations

Partners Involved

Which partners will be engaged in this portion of CSCP implementation?

- Teachers, school counselors, admin, paraprofessionals
- District-level school counseling supervisors
- District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA/ASCA conferences)

Timeline toward full Implementation

What incremental steps during 2022-2023 will your district take to ensure full implementation by the 2023-2024 school year?

- SCUTA obtained (done)
- Data from Spring of 2022 used to identify non-school counselor roles that need to be re-allocated
- School Counselors track their time in the fall and spring

THE PLAN: Use of People & Resources

The CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.
(See Appendix C)

Desired State of Expectations/Structures

What will this component look like once full implementation is achieved?

- District progress toward state staffing guidelines (250:1)
- District leadership support of maintaining 80/20-time allocation
- District support of counseling lead positions and PD
- CSCP is an integrated part of district strategic improvement effort
- CSCP is effective, efficient, and evolves with the needs of students, families, and community

Transition Action Plan

What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?

- Alignment of student roles (ASB, student equity teams) with CSCP
- Alignment of counselor time with the 80/20 ASCA time allocations
- Using advisory as an intentional space for engaging students in the counseling design/evaluation process
- Use of ASCA assessment tools to review effectiveness of CSCP annually

Partners Involved

Which partners will be engaged in this portion of CSCP implementation?

- Teachers, school counselors, admin, paraprofessionals
- District-level school counseling supervisors
- District funding to support ongoing professional development and conferences for School Counselors at the State and National level (WSCA/ASCA conferences)

Timeline toward full Implementation

What incremental steps during 2022-2023 will your district take to ensure full implementation by the 2023-2024 school year?

- Establishment of advisories as an implementation element and opportunity to collect student input
- Identification of current counselor roles that do not align with the use-of-time guidelines

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Washington's K-12 SEL Standards and Benchmarks

Self	Social
<p>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p><u>Benchmark 1A:</u> Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p><u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p><u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.</p>	<p>Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p><u>Benchmark 4A:</u> Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p><u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p><u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.</p>
<p>Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.</p> <p><u>Benchmark 2A:</u> Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p><u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.</p>	<p>Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.</p> <p><u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others.</p> <p><u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p><u>Benchmark 5C:</u> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p>
<p>Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.</p> <p><u>Benchmark 3A:</u> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p><u>Benchmark 3B:</u> Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p><u>Benchmark 3C:</u> Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>	<p>Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.</p> <p><u>Benchmark 6A:</u> Demonstrates a sense of school and community responsibility.</p> <p><u>Benchmark 6B:</u> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p><u>Benchmark 6C:</u> Contributes productively to one's school, workplace, and community.</p>





School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
Action Plans		

Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		
Indirect student services are reflected on weekly calendars.		
ASSESS		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		
Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

ASCA National Model Executive Summary

The image shows the cover of the 'ASCA National Model: A Framework for School Counseling Programs, Fourth Edition'. The cover is dark red with a large, stylized white arrow pointing upwards and to the right. In the center, there is a stack of three white cubes, each with black arrows pointing in different directions. The title 'ASCA National Model' is written in white, with the subtitle 'A Framework for School Counseling Programs' and 'FOURTH EDITION' below it.

ASCA National Model
A Framework for School Counseling Programs
FOURTH EDITION

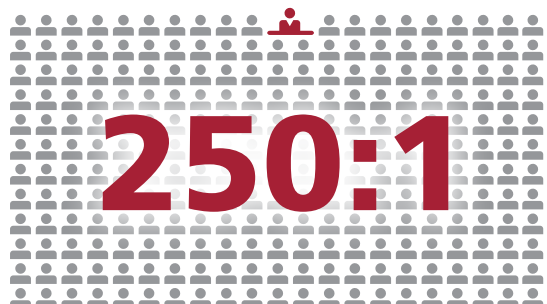
School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.



For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



A minimum of
80%
of a school
counselor's time
should be spent in
direct and indirect
student services.

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.



Franklin Pierce Schools

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RESOLUTION 22-R-14 **COMPREHENSIVE SCHOOL COUNSELING PLAN**

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, Senate Bill 5030 – School Districts – Comprehensive School Counseling Programs became law following the 2021 legislative session;

WHEREAS, Senate Bill 5030 created new sections to chapter 28A.320 RCW that require school districts to create a long-term written plan for developing and implementing a comprehensive school counseling program and also requires school boards to adopt a transition plan that supports the full implementation of the written plan over time;

NOW, THEREFORE BE IT RESOLVED, that after one or more Open Public Meetings, which included public notice and the opportunity for public comment, the Franklin Pierce School Board has reviewed the district's long-term written plan and its transition plan for the eventual full implementation of the written plan. Having concluded that the district's plans include the required components of RCW 28A.320.600, the Board hereby adopts the transition plan;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the district's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The Board reserves the right to update and revise this plan as appropriate or needed.

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, August 16, 2022.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: August 16, 2022
SUBJECT: 2022-2025 Franklin Pierce International Union of Operating Engineers (IUOE) Collective Bargaining Agreement

BACKGROUND INFORMATION

International Union of Operating Engineers (IUOE) and Franklin Pierce Schools have reached a tentative agreement regarding the 2022-2025 Collective Bargaining Agreement. A link to the prior [IUOE Collective Bargaining Agreement](#) and a bargaining highlights document are attached for your review.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2025 International Union of Operating Engineers (IUOE) Collective Bargaining Agreement.

ACTION REQUIRED

IUOE (Custodial) 2022 Bargaining Highlights

Term of agreement: September 1, 2022 – August 31, 2025

Updated definitions for Employee and Longevity for clarity. Added a definition for Full-time Substitute Employee.

In Article III – Probationary Period, updated and clarified language regarding how a Chief’s informal feedback is used for evaluations and clarified the probationary period and becoming eligible for lateral or progressive positions.

In Article IV – Filling of Open Positions, added language requiring a probationary period for lateral moves and added a requirement of meeting or exceeding standards to be eligible for future moves. Added language to include active substitutes when notifying unit members of job openings. Added language that requires the district to maintain a list of interview questions to be used on a rotating basis to ensure consistency in the promotion process. Removed language about Committed substitutes and replaced with language for Full-time substitutes.

In Article V – Working Shifts, added language establishing that the Custodial Manager will collaborate with school administrators to ensure that custodial lunch breaks are uninterrupted. Added language that allows the district to assign work for the minimum two (2) hours for pre-planned weekend work. Added language establishing a practice to use or be paid for accumulated comp time.

In Article VI – Union Security and Dues, changed language to align with current practices and new regulations around union membership and dues payments.

In Article VII - Holidays, added Juneteenth as a paid Holiday.

In Article XI – Paternity Leave, revised Maternity leave to Parental leave.

In Article XIV – Group Medical and Welfare Insurance, updated group medical and welfare language to reflect that we are now part of SEBB.

In Article XX - Wages, increased wages: 7% in 2022-23, IPD + 0.5% in 2023-24, and IPD in 2024-25

In Article XXX - Training, added language providing the work group two days set aside for collective custodial training.

General clean-up included removing he/she references and replacing with they/them, updating titles, changing dates as needed, minor changes in language to provide clarity, and spelling and grammatical errors.



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: August 16, 2022
SUBJECT: 2022-2023 Non-Represented Professional Technical & Administrative Support Salary Schedule

BACKGROUND INFORMATION

The Franklin Pierce Schools Non-Represented Professional Technical and Administrative Support Salary Schedule has been revised to reflect a 7.0% increase to all positions. This includes the 5.5% state implicit price deflator (IPD) for the 2022-2023 school year plus an additional 1.5% to keep these positions competitive with our comparison districts.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2023 Franklin Pierce Non-Represented Professional Technical and Administrative Support Personnel Salary Schedule.

ACTION REQUIRED

Schedule 58 - Non-Rep
Professional-Technical & Admin Support Personnel
2022-2023

Code	58-01	58-24	58-25	58-26	58-30
	HR Rec Spec	Drug-Free	Payroll/Bus Svc	Exec Mgr	Exec Asst
	Family Partner	Comm Coord	Coord	Class/Cert Mgr	Supt
	Liaison/Nav	Leave Coord	Sys/Ops Spec	Pub. Engage Mgr	
	Behavior Tech	Attdn Intrvtn	HR Exec Sec		
Step	Basic	Basic	Basic	Basic	Basic
01	28.04	34.83	34.28	41.20	42.97
02	28.87	35.88	35.45	42.71	44.46
03	29.66	36.95	36.45	43.94	45.72
04	30.47	38.07	37.66	45.31	47.09
05	31.29	39.18	38.79	46.63	48.50
06	32.16	40.39	39.95	47.54	49.97
*10	32.66	40.89	40.45	48.04	50.47
*15	33.16	41.39	40.95	48.54	50.97
*20	33.66	41.89	41.45	49.04	51.47
*25	34.16	42.39	41.95	49.54	51.97

Code	58-23
	Interns
	Step 1: Psych
	Step 2: Education
Step	
01	27.83
02	22.27

Education increases apply to the 5 columns above ONLY

45 credits = 0.50 over Basic

AA = 1.00 over Basic

BA = 1.50 over Basic

MA = 2.00 over Basic

Code	58-34	58-35	58-36	58-38	58-39
	JROTC**	Farm Manager	Purchasing Manager	Ntwrk Sys Admin	IT Cust Spp Mgr
		SPED RN		IT Spec Trainer	Ntwk Info Mgr
		Stdnt Hlth Svc Nurse			Cntrct/Prch Manager
Step					
01	66744.00	72771.00	89433.00	91953.00	118391.00
02	68606.00	74646.00	95175.00	97858.00	122264.00
03	70523.00	76524.00	100921.00	103765.00	126135.00
04	72501.00	78820.00	106664.00	109670.00	130007.00
05	74671.00	81185.00	109861.00	112957.00	133904.00
06	76916.00	83621.00	113159.00	116348.00	116348.00
*10	77752.00	84661.00	114199.00	117388.00	139362.00
*15	78588.00	85701.00	115239.00	118428.00	140402.00
*20	79424.00	86741.00	116279.00	119468.00	141442.00
*25	80260.00	87781.00	117319.00	120508.00	142482.00

Salaried Positions are OVERTIME EXEMPT

** Salary will not be less than Air Force

*Steps 10, 15, 20, & 25 (if available) are longevity increases ONLY

7.0% over 2021-22 IPD
Board Approved:

Step 10: 10 years of service = 50 cents per hr increase over step 6

Step 15: 15 years of service = \$1.00 per hr increase over step 6

Step 20: 20 years of service = \$1.50 per hr increase over step 6

Step 25: 25 years of service = \$2.00 per hr increase over step 6



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: August 16, 2022
SUBJECT: 2022-2023 Non-Represented Administrators Salary Schedule

BACKGROUND INFORMATION

The Franklin Pierce Non-Represented Administrator Salary Schedule has been revised to reflect adjustments and a 5.5% increase to all positions. This includes the 5.5% state implicit price deflator (IPD) for the 2022-2023 school year and other adjustments that were made to keep positions competitive with our comparison districts.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2023 Franklin Pierce Non-Represented Administrator Salary Schedule.

ACTION REQUIRED

Schedule 06 - Administration

Administrators

July 1, 2022 - June 30, 2023

	Column 01	Column 02	Column 03	Column 04	Column 05
	Administrative Supervisor and Coordinator	Assistant Director	Director	Executive Director Chief Tech Officer	Assistant Superintendent
Step	260 Days	260 Days	260 Days	260 Days	260 Days
01	104,561	119,224	131,372	154,634	173,307
02	107,795	123,125	135,671	158,906	178,107
03	111,132	127,023	139,966	163,176	182,903
04	114,564	130,923	144,265	167,445	187,700
05	118,109	134,849	148,592	172,358	193,223
06	121,761	139,302	153,494	177,184	198,634

Advanced Degree

Master's Degree: \$ 1,500.00
 Doctoral Degree: \$ 3,250.00 OR

Longevity Stipend

Certificated & Classified Administrators will receive the following stipend after completing five, eight, ten, or fifteen years as a central office administrator at Franklin Pierce Schools.

5 years: \$ 1,500.00
 8 years: \$ 1,750.00
 10 years: \$ 2,000.00
 15 years: \$ 3,000.00

Adjustments plus 5.5% IPD increase
 Board Approved Date:



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Executive Director of Human Resources and Business Services
DATE: August 16, 2022
SUBJECT: 2022-2023 Association of Franklin Pierce Principals Salary Schedule

BACKGROUND INFORMATION

The Association of Franklin Pierce Principals Salary Schedule has been revised to reflect a 7.0% increase to all principal positions. This includes the 5.5% state implicit price deflator (IPD) for the 2022-2023 school year plus an additional 1.5% to keep these positions competitive with our comparison districts.

RECOMMENDATION

I move that the Board of Directors approve the 2022-2023 Association of Franklin Pierce Principals Salary Schedule.

ACTION REQUIRED

Schedule 03 - Administration

Principals

July 1, 2022- June 30, 2023

	Column 01	Column 02	Column 03	Column 04	Column 05	Column 06
	Elem Asst. Principal	MS Asst. Principal	HS Asst. Principal	Elem Principal	MS Principal	HS Principal
Step	260 Days	260 Days	260 Days	260 Days	260 Days	260 Days
01	127,216	135,039	138,663	143,106	148,772	153,830
02	129,913	136,551	141,642	146,117	151,897	156,835
03	132,604	139,531	144,620	149,119	155,028	159,844
04	135,299	142,507	147,600	152,125	158,152	162,848
05	137,995	145,485	150,552	155,134	161,277	166,104
06	141,319	148,837	154,166	158,842	165,018	170,090

Advanced Degrees

Doctoral Degree: \$ 3,250.00

Advanced Certifications

Superintendent's Certification: \$ 1,500.00

Longevity Stipend

The following are based upon the anniversary date of years of administrative experience in the Franklin Pierce School District.

5 years: \$ 1,500.00

8 years: \$ 1,750.00

10 years: \$ 2,000.00

15 years: \$ 3,000.00

7.0% over 2021-22



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: August 16, 2022
SUBJECT: Policy 2140: Comprehensive School Counseling Program

BACKGROUND INFORMATION

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model. School Boards are required to approve plans for implementation of an aligned comprehensive school counseling program for the opening of the 2022-2023 school year.

These policy changes bring us into compliance with required changes and reflect the work already underway in FPS by our Counseling By Design work group.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

GUIDANCE AND COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Franklin Pierce Board of Directors recognizes that guidance and counseling a comprehensive school counseling program based on current national and state standards of best practice is an important part of reaching the district's strategic plan goals in total program of instruction support of all students and is integral in achieving the district's mission of academic excellence and success for all students.

The district will maintain a written plan to implement provide counseling and guidance a comprehensive school counseling program of tiered services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. The Board believes sSchool counselors serve a vital role in the comprehensive school counseling program, maximizing student achievement and supporting a safe, compassionate learning environment. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all educational staff associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports. In the Franklin Pierce School District, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association.

School counselors and other ESA staff implementing the comprehensive school counseling program will spend no less than 80% of their contracted time on direct and indirect supports to students and no more than 20% of their contracted time on program planning and school support activities.

It is the goal of the Franklin Pierce Board of Directors that the district's comprehensive school guidance and counseling program will assist every student in acquiring the knowledge, skills, and attitudes needed to thrive as lifelong, independent learners on the path to graduation and beyond. become an effective student, responsible citizen, productive worker, and a lifelong learner.

The district will not deny any student the ability to participate in or benefit from its student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

The Board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. As feasible within existing resources, All school counseling programs will include the following elements: guidance-classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program.

~~The superintendent or a designee will develop procedures to implement this policy.~~

Legal References: RCW 28A.320.280 School counselors, social workers, and-
psychologists – Priorities
RCW 28A.320.290 School counselors, social workers, and
psychologists—Professional collaboration
RCW 28A.320.600 – 620
RCW 28A.410.043 School counselor certification
WAC 392-190-010 Agency filings affecting this section –
Counseling and guidance services –
Course and program enrollment

Adoption Date: 11/27/90
Franklin Pierce Schools
Revised: 9/9/08; 2/10/09; 9/13/22
Classification: ~~Optional~~Encouraged



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: John Sander, Executive Director of Teaching and Learning Services
DATE: August 16, 2022
SUBJECT: Policy 2161: Special Education and Related Services for Eligible Students

BACKGROUND INFORMATION

Board Policy 2161: Special Education and Related Services for Eligible Students is being updated pursuant to changes and clarifications of state law. The revisions reflect recently enacted federal and state laws. Portions of these rules became effective on October 15, 2021, and portions became effective January 1, 2022. The changes to the policy language are minimal as the revisions are contained within the laws cited in the legal references and are reflected in Board Procedure 2161.1P.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

The Board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act ~~of 1973~~ in accordance with district policy and procedures.

Mediation or Resolution Agreements

The Board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises/Certificate of Attendance

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. Students with an IEP ~~students~~ who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP ~~Students~~ will receive a certificate of attendance until they complete their credits for graduation.

The district superintendent ~~or designee~~ will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Legal References: RCW 28A.155

Special education

RCW 28A.600.485

Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.

RCW 28A.600.486

District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs

	or plans developed under section 504 of the rehabilitation act of 1973.
RCW 28A.605.020	Parents' Access to Classroom or School
RCW 49.60	Sponsored Activities — Limitation Discrimination — Human rights commission
WAC 392-172A	Rules for the Provision of Special Education
20 U.S.C. 1400 et seq.	Individuals with Disabilities Education Improvement Act of 2004
29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
42 U.S.C. 12131-12133	Americans with Disabilities Act of 1990
28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 99	Family Education Rights and Privacy Act (FERPA)
34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children with Disabilities
34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities



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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Learning Support Services
DATE: August 16, 2022
SUBJECT: Policy 2190: Highly Capable Programs

BACKGROUND INFORMATION

Revised Board Policy 2190: Highly Capable Programs updates our current policy to comply with recent legislation and reflect the fact that school district practices for identifying highly capable students must prioritize equitable identification of low-income students.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

HIGHLY CAPABLE PROGRAMS

~~In accordance with the philosophy~~ In order to develop the special abilities of each student, the district will offer ~~appropriate instructional programs, including a~~ highly capable programs ~~that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that~~ for identified students, that will accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence, and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The Board will annually approve the district's highly capable plan, including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for ~~nomination referral~~, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References: RCW 28A.185.030

WAC 392-170

Programs — Authority of local school districts
— Selection of students
Special services program — Highly capable students

Adoption Date: 1/18/05

Franklin Pierce Schools

Revised: 9/9/08; 9/9/14; 09/13/22

Classification: Essential



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: August 16, 2022
SUBJECT: Procedure 2140P: Comprehensive School Counseling Program

BACKGROUND INFORMATION

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model. School Boards are required to approve plans for implementation of an aligned comprehensive school counseling program for the opening of the 2022-2023 school year.

These procedure changes bring us into compliance with required changes and reflect the work already underway in FPS by our Counseling By Design work group.

RECOMMENDATION

None.

ACTION REQUIRED

None. This procedure is being presented for information only.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The district's comprehensive school counseling program will be based on the American School Counselor Association (ASCA) national model for school counseling and be regularly updated.

At all K-12 levels, the program will support the three domains of school counseling, which are (1) social/emotional development, (2) academic development, and (3) career readiness.

The program will align with the related state and national frameworks, such as the Washington Multi-Tiered System of Supports Framework. The program will be systematically aligned to state learning standards, such as the Washington Social Emotional Learning standards. The program will utilize a data driven process to identify students' needs. Data sources will include use of time data, program results data, and communications with administrators, parents, students, or other stakeholders.

The program will explain how the district will deliver direct and indirect services. Direct services are in-person interactions between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Examples of direct services include instruction, appraisal, advisement, and counseling. Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Examples of indirect services include collaboration, consultation, student advocacy, and referral. At least 80% of the school counselor's time will be for providing direct and indirect services. No more than 20% of the school counselor's time will be spent on program planning and school support activities.

The district will maintain a continuous improvement plan that supports full implementation of the district's comprehensive school counseling program.

The program will establish an annual program review and program assessment process that is implemented by certified school counselors or other qualified education staff associates (ESAs).

Training and Professional Collaboration

The district will provide school counselors, social workers, and psychologists with a minimum of six (6) hours per year of professional collaboration that focuses on recognizing signs of emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, and youth suicide, screening, accessing current resources, and making appropriate referrals. Such professional collaboration should be in person, whenever possible.

GUIDANCE AND COUNSELING PROCEDURE

The district's comprehensive guidance and counseling program will be developed, implemented, managed, and evaluated using the following foundation, and delivery management and accountability systems. The overriding themes of the program shall be leadership, advocacy, collaboration and teaming, and systemic change. School counseling programs will be an integral part of students' daily educational environment and school counselors should be partners in student achievement.

The focus of the school counseling program for each student will be:

Academic Development:

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan;
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; and
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development:

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions;
- B. Students will employ strategies to achieve future career goals with success and satisfaction; and
- C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal and Social Development:

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others;
- B. Students will make decisions, set goals and take necessary action to achieve goals; and
- C. Students will understand safety and survival skills.

The district's comprehensive guidance and counseling program will also assist:

- A. Families in learning about resources at the school and in the community;
- B. Teachers in creating a strong learning environment and in imparting to students the relevance of academics;
- C. Administrators in aligning counseling with the school's academic mission and providing data to evaluate student progress; and
- D. Community members in providing opportunities for students to explore and become involved as contributing members of their communities.

A. Foundation

Like any solid structure, the school counseling program is built on a strong foundation. Based on our district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the district's school counseling program. The district's guidance and counseling program is based on the following foundational beliefs and mission.

Guidance Program Mission Statement

Franklin Pierce Schools is committed to maintaining and supporting a Comprehensive Guidance Program that serves all learners in their personal and social growth, academic achievement, and planning for high school and beyond. Our mission is to advance every student towards fulfilling life experiences by providing a structured system of support to achieve at their highest academic potential, value and demonstrate service to their community, and access higher education opportunities that will lead them towards their preferred future career.

B. Delivery System

The district's delivery system describes the activities, interactions, and methods necessary to deliver the program. Based on the district's core beliefs, philosophies, and missions identified in the foundation, the delivery system describes the activities, interactions, and methods necessary to deliver the program.

To maximize student achievement and optimize the effectiveness of the school counseling program, counseling duties will focus on the following four delivery system components.

1. **Curriculum:** The curriculum will be structured to ensure that every student has access to guidance and planning and that students receive information for making thoughtful decisions about the future. The curriculum will be organized and delivered to help students develop academic, career, personal, and social development skills, with particular emphasis on the skills students will need to succeed in the community and in their careers as adults in a twenty-first century world. Twenty-first century skills include communication skills, collaboration skills, self-direction and personal responsibility, and the ability to assess one's own knowledge and become a lifelong learner. Classroom guidance through developmentally appropriate guidance curricula will also help all students make smooth transitions from one educational level to the next and can support assessment practices to measure the impact on student learning.
2. **Individual Student Planning:** The comprehensive guidance and counseling program will provide opportunities for students to assess their progress, explore their interests and skills, and work with their families and teachers to learn what they need to do to realize their goals for life after high school and to prepare for the careers and opportunities of the 21st century.
3. **Responsive Services:** The comprehensive guidance and counseling program will be organized to allow counseling staff to respond effectively and efficiently to students' personal and social concerns. Counselors will provide staff with resources to assist students in succeeding in school by identifying and removing barriers to learning. Counselors will play a vital role in the prevention of bullying, harassment, and intimidation; in suicide intervention and prevention; and in crisis response planning and intervention. Counselors will also work with families to refer students to community support services.
4. **System Support:** Counselors will meet regularly with administrators and participate in professional development activities. School counselors will use state and national

program standards to guide the management and evaluation of the school counseling program.

C. Management System

The district's guidance and counseling management system will ensure that its program is organized, concrete, clearly delineated and reflective of the school's needs. The components of the management system include:

1. Management agreements: The written agreement between the principal and counselor(s) on the implementation of the school guidance and counseling program;
2. Advisory council: Students, parents, teachers, counselors, administration, and community members appointed to review counseling program results and to make recommendations;
3. Use of data: School counselors will demonstrate that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement, and/or related data and that the effectiveness of each activity will be evaluated periodically;
4. Action Plans: For priority goals, counselors will develop action plans outlining how the desired results will be achieved. Each plan will contain: a) student competencies addressed; b) a description of the activity; c) data driving the decision to address the competency; d) a timeline in which the activity is to be completed; e) who is responsible for delivery; f) means of evaluating student success; and g) expected results for students;
5. Analysis of use of time: School counselors will spend the majority of their time in direct contact with students. Duties will focus on comprehensive program delivery and direct counseling services; and
6. Calendars for the purpose of organization and communication: Counselors will develop and publish master and monthly calendars to keep students, parents, teachers and administrators informed.

D. Accountability

School counselors will collect and use data that link the program to student achievement. The evaluation data will include:

1. Result Reports: Results data to ensure programs are carried out, analyzed for effectiveness, and modified as needed;
2. School Counselor Performance Standards: The school counselor performance evaluation will reflect the state certification standards and the counselor performance standards of the American School Counselor Association; and
3. Program Audit: To guide future action within the program and to improve future results for students.



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MEMORANDUM

TO: Board of Directors
FROM: John Sander, Executive Director of Teaching and Learning Services
DATE: August 16, 2022
SUBJECT: Procedure 2161.1P: Special Education and Related Services for Eligible Students

BACKGROUND INFORMATION

Board Procedure 2161P: Special Education and Related Services for Eligible Students is being updated pursuant to changes and clarifications of state law. This past September, the Office of Superintendent of Public Instruction (OSPI) revised the special education rules in a number of important areas. Of particular note, the revisions clarify existing requirements that highlight inclusionary practices, family engagement, and effective supports for students receiving special education services. Additionally, the revisions reflect recently enacted federal and state laws. Portions of these rules became effective on October 15, 2021, and portions became effective January 1, 2022. Updates are made in the following areas:

1. **Definitions and Terminology:** Updated language throughout Chapter 392-172A WAC describes students as recipients of special education services within the program of general education, not as a label for a separate parallel system for students with disabilities.
2. **Referrals, Evaluations, and Individualized Education Programs (IEPs):** The revised rules clarify the process of referring and evaluating a student for special education services. School districts must now have an optional referral form available, as needed, for anyone to make a request for special education services in the requestor's native language or with support of a qualified interpreter. School districts must also "attempt without unnecessary delay" to obtain consent to complete an initial evaluation for services. The updates to the rules also require alignment of IEPs for students receiving special education services to the graduation pathways for all students by requiring IEPs to describe how postsecondary goals and transition services align with the student's High School and Beyond Plan.
3. **Parent Participation and Language Access:** As enacted in 2019, House Bill (HB) 1130 has been incorporated into the Rules for the Provision of Special Education Services. This update means that school districts must take "whatever action is necessary" to ensure parents understand invitations to attend IEP team meetings, IEP team meeting proceedings, and all other meetings related to a free appropriate public education (FAPE.) This provision extends to invitations related to student discipline and truancy. And, in accordance with HB 1130, the updated rules include notification in the family's native language of availability of interpretation/translation services, arranging for interpreters, and documenting parent preferences.
4. **Preschool Settings:** Federal law requires students eligible for special education services to be educated in their least restrictive environment (LRE). The LRE mandate means that students receiving special education services are educated in the general education classroom to the maximum extent possible. The state rules have thus been updated to clarify the applicability of LRE and placement considerations for preschool aged students receiving special education services.

5. **Prohibitions and Conditions on Isolation and Restraint:** The updated rules now directly prohibit the use of prone (lying face-down), supine (lying face-up), and wall restraints, and any other restraint that interferes with a student's breathing. The rules also require district staff potentially involved in the use of isolation or restraint to be trained and currently certified in the use of "trauma-informed crisis intervention (including de-escalation techniques)."
6. **Other Notable Updates:** OSPI has updated the terminology for special education citizen complaints to the more inclusive "Special Education Community Complaint." Special education due process hearing requests can also now be filed directly with the Office of Administrative Hearings. The updated rules also provide clarifications related to school district responsibilities for students receiving special education services placed at private schools and facilities (i.e., non-public agencies). Finally, the revisions address the applicability of state testing, graduation requirements, and conditions on the use of isolation and restraint.

Link to [current FPS Procedure 2161.1P](#) for comparison.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information only item.

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special education department director if there are questions regarding special education. These procedures describe how the district implements its special education program.

Free Appropriate Public Education (FAPE)

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students, age three to 21, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary, and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements, or interagency coordination.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
- C. Use a parent or student's benefits under public insurance programs if that use would:
 - 1. Decrease available lifetime coverage or any other insured benefit;
 - 2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - 3. Increase premiums or result in discontinuation of insurance; or
 - 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

- A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A. A statement of the parental consent provisions;
- B. A statement of the "no cost" provisions;
- C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance; and
- D. A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

- A. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- B. The purpose of the disclosure;
- C. The agency to which the disclosure will be made; and
- D. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

The director of special education is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement, and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend;
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance;
- D. Notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent.

This documentation will be kept in the student's special education file. The IEP case manager for the student is responsible for scheduling the meeting and notifying the parent.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video, or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries;
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur annually through letters, meetings, and telephone calls prior to the district submitting applications to OSPI.

The district reaches students who may be eligible for special education services through:

1. Notification to parents of Child Find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding Child Find on the district's website;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral / evaluation / identification procedures; and
12. Review of student behavior, discipline, and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the special education department.

The district's special education department conducts early childhood screenings for ages birth to five. These occur monthly at the Early Learning Center. When parents or others inquire about screenings, the caller will be referred to the Early Learning Center.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child; and
2. Children are screened to assess cognitive, communication, physical, social-emotional, and adaptive development. Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, staff will obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the

district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for an education evaluation by parents, district staff, or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that staff understands the referral process and maintains the availability of the district's referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member. The special education department: (a) records the referral; (b) provides written notice of the referral to the parent, including the date the request was received; and (c) advises the building team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the building team will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The special education department provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department.

After the building evaluation team reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The evaluation team leader is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

The evaluation team leader will seek parental consent to conduct the evaluation without any unnecessary delay.

The school district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation is begun, but before completion, and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent for the evaluation, the team leader will notify the special education department. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the special education staff will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of Students moving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. The Early Learning Center principal will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services.

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental, and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The building special education team will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional

license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team or evaluation team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the evaluation team and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or

may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The special education staff will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

The district uses a combination of severe discrepancy and a process based on a student's response to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the district's RTI policy and procedures, numbers 2163 and 2161P. Grade levels and content areas are described in the district's RTI general education policy 2163.

Student response is only one element of determining whether a student has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the student performs adequately to meet the grade-level standards in the general curriculum. The evaluation will also include whether failure to make progress is or is not the result of:

1. A physical, mental, emotional, cultural, or environmental factor or limited English proficiency; or
2. Inadequate instruction in reading or mathematics.

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

If a student transfers into the school district while an evaluation process is pending from

the other district, the evaluation team leader is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the evaluation team leader will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is eligible for special education services.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The evaluation team leader is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student

with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The special education staff is responsible for notifying parents of the date, time, and location of evaluation meetings. The Invitation to a Meeting form will be used.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability, or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school staff agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. The building special education team will schedule a review of this determination and notify the special education department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed.

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments, and classroom-based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.

4. If additional testing is needed:

- a. The special education staff will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
- b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact, and other efforts to obtain consent;
- c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education director so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

After the reevaluation is completed, the special education staff will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The special education staff is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice to the student and the parent and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The IEP case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district has conducted or obtained an evaluation of the student.

When parents request an IEE, the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the special education director. The special education director will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. A parent is entitled to only one IEE at public expense each time the district has conducted an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington; and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or

2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors which would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the special education staff will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services, or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff, and others who may be responsible for the proper implementation. The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to participate fully. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force (Policy 3246) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources. Representatives may include special education certificated staff and administration. The building principal will serve as the district representative unless he/she designates an alternate;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parent and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. If a team member will be excused, the excusal will be in writing on the district excusal form prior to the IEP meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP; and
3. Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. IEP amendments are the responsibility of the IEP case manager. If the parent requests that the district revise the IEP to include amendments, the IEP case manager will revise the IEP.

C. IEP Preparation and Content

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental, and functional needs of the student and the concerns of the parents for enhancing the education of their child;

2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum, and be educated and participate with other special education students and non-disabled students, and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is

- appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
 7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
 8. The projected beginning date for the special education and related services;
 9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
 10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
 11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
 12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see Procedure 3246);
 13. A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to the student turning 18 years of age; and
 14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY

services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to:

- 1) Evidence of regression or recoupment time based on documented evidence; or
- 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

Use of Isolation, Restraint, and Restraint devices

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - a. Upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - b. Upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - c. Upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - d. After the student has threatened the physical safety of another and has history of one or more violent acts.
4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment, or to permit a student to safely

participate in activities.

6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c) and is not intended to endorse or encourage the use of such devices or techniques with district students.

B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18

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

1. Throwing, kicking, burning, or cutting a child;
2. Striking a child with a closed fist;
3. Shaking a child under the age of three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon; or
6. Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

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

C. Conditions specific to use of isolation

1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated.
2. The enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.
3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.

5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated.
2. The restraint or restraint device will not interfere with the student's breathing.
3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline

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

1. District personnel are prohibited from using aversive interventions;
2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);

6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;
10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
12. A student's head must not be partially or wholly submerged in water or any other liquid;
13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A.02110;
14. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246 and 3246P.

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building principal or appropriate staff will notify the special education department. The school psychologist or other qualified professional will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. The principal or appropriate staff, in consultation with the parents, will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts, and implements a new IEP. When a student who

was identified as eligible for special education transfers from out of state into the district, the building principal or appropriate staff member will notify the special education department as soon as possible. The school psychologist or other qualified professional will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, special education department staff will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school.

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education

classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Opportunities include counseling services, athletics, transportation, health services, appropriate recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of student. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, consumer classes, and Career and Technical Education classes.

Within the district, a continuum of alternative placement options exists spanning within a class, resource room, support center, homebound, alternative programs, modified school days, and out-of-district provisions. These options are intended to address the individual needs of students, and they are considered according to the following process.

The placement of each student with disability will be determined annually or sooner, if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions, including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1st the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district special education director will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students. The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The director of special education is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review, and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented, and revised annually consistent with the requirements for IEP review. The district will make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting, assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes, or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling, or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation, or placement is at issue. The school district will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at each school, the special education department, and the district website.

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the director of special education.

Upon receipt of the parent's written notice of revocation, the director of special education will provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform

the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

D. Prior Written Notice

Prior written notices are provided to parents when the district makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal; and
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. District personnel who may send written notices include district administrators, evaluation team members, and IEP case managers.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. The IEP case manager is responsible for providing the notice.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either, the spouse, the student’s parents, another adult, or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management

The superintendent and the principal at each building is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The special education director will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request,

a list of the types and locations of educational records collected, maintained, or used by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records, which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the director of special education.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The district will inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown, or the student is a ward of the state and does not have a foster parent.

The special education department is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives, and persons with legal custody or guardianship are

considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in and out of home care the district must determine the legal custodial status of the child;
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state;
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court;
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the district, the district special education office will be notified of the potential need. The special education office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and

3. May not be an employee of a school district and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, district employees, and group care providers.

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will also cooperate with other districts, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

The district will use the following procedure with parents who elect to not participate in mediation (WAC 342-172A-05075):

1. Establish a meeting time convenient to the parents; and
2. Identify a disinterested party from Washington PAVE, the ESD, or other state agency who will meet with the parents and district staff.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available in the special education office and

on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education department. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH), the district will forward the parent's request to OAH. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education director is responsible for providing the parents a copy of the procedural safeguards in this situation, and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing, unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the special education director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The special education director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district will determine on a case-by-case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district will take steps to ensure that each employee, contractor, and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

Administrative staff, or staff designated in writing by the superintendent, may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without

disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The principal and special education department administrator(s), in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between the student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and the relevant members of the IEP team who are selected by the parents and the district. The IEP case manager and building principal will contact the parent to determine relevant IEP team members and provide notice of the meeting. The team will review all relevant information in the student's file, including the IEP, evaluation, teacher observations, and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or

2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses "illegal drugs" while at school or a school function;
3. Sells or solicits the sale of a "controlled substance" while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's special education director.
2. Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is a student eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. The district will conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which depending upon the behavior can include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a student eligible for special education services to appropriate authorities. In the event of such a report, the district will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in WAC 392-172A-02090.

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district's human resources department will document in writing that:

- A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position;
- B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or
- C. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

- A. Training schedules will be developed based upon the results of district assessment and in support of needs identified through surveys, state monitoring, and administrative input;
- B. Annual training will be provided to all special education staff before the start of each school year;
- C. Training activities will be conducted for both general education and special education staff, in collaboration with the teaching and learning services department. A schedule will be developed each year;
- D. Special education staff will meet on a regular basis with the special education department staff for technical assistance in the areas of evaluation, IEP development, and the delivery of instruction;
- E. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation; and
- F. Training for classified staff in the state recommended core competencies will occur through the district trainings during early release days, professional development days, and other professional development opportunities.

Public Participation

Any application and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's website and in district annual notice publications.

PROPOSED

Date: 1/26/88

Franklin Pierce Schools

Revised: 12/2/02; 2/12/08; 8/17/10; 3/11/14; 7/3/14; 1/13/15; 7/5/16; 9/13/22



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Learning Support Services
DATE: August 16, 2022
SUBJECT: Procedure 2190P: Highly Capable Programs

BACKGROUND INFORMATION

Revised Board Procedure 2190P: Highly Capable Programs is updated to match recent legislation, reflect that our practices for identifying highly capable students must prioritize equitable identification of low-income students, describe our practice of universally screening all 3rd grade students, list members of the selection committee, and highlight dual credit opportunity expansion with College in the High School.

RECOMMENDATION

None.

ACTION REQUIRED

None. This procedure is being presented for information only.

HIGHLY CAPABLE PROGRAMS

Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. ~~Outstanding abilities are seen within students'~~ Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present ~~not only both~~ in the general populace, ~~but are present and~~ within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, retain what has been learned, and transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than ~~their chronological other~~ peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

~~The district The following procedures will be employed the following procedures~~ to ~~nominator~~refer, assess, and select students to participate in the program:

NominationReferral

~~The district Referrals are permitted and~~ accepted referrals based on data or evidence from teachers, other staff, parents/guardians, students, and members of the community. ~~Nominators~~ Persons referring a student for consideration for admission into the program will use the district's nomination referral form. ~~to refer a student to be considered for admission in the program.~~

Screening

The district will universally screen all third graders to identify students who qualify for further assessment. Screening criteria may include the following: Cognitive Abilities Test.

Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its highly capable program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

~~Nominees~~ The district will assess students identified for further testing through the screening process ~~will be assessed~~ using multiple objective criteria. The district must base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intending to reveal each referred student's unique needs and capabilities. including tests that measure cognitive ability, academic achievement, and evidence of exceptional creativity.

The district must have identification procedures for their highly capable programs that are clearly stated and implemented by the district using the following criteria:

- a. The district must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;
- b. The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the district will not use local norms as a more restrictive criterion than national norms at the same percentile;
- c. The district will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the district may use these data points alongside other criteria during selection to support identification; and
- d. To the extent practicable, the district must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the district must use a nonverbal screening and assessment.

The district will record test results in the student's cumulative file.

Selection

~~A multi-disciplinary selection committee will review data that has been collected for each of the nominated students. The multi-disciplinary selection committee is composed of: a special teacher (provided that if a special teacher is not available, a classroom teacher will be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable.~~

The multi-disciplinary selection committee is composed of a district administrator, psychologist, or other individual who can interpret cognitive and achievement results, at least one special teacher, a building administrator, a school counselor, a parent of a highly capable student, and a certificated coordinator or administrator with responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the highly capable program; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional

judgment of the qualified district personnel will determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

The district will:

- ~~A. Provide parents/guardians with an explanation of the procedures for identification at the time of nomination;~~
 - ~~B. Notify parents/guardians of students' program status (if they have been selected, not selected, or chosen as an alternate). Parents/guardians will receive an explanation of the appeal process, an explanation of the procedures to exit a student from the program, information on the district's program, and the options that are available to identified students;~~
 - ~~C. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student;~~
 - ~~D. Schedule a meeting of all such parents/guardians; and~~
 - ~~E. Conduct an annual parent/guardian meeting to review each student's educational plan.~~
1. Notify parents of the students selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program, and the options that are available to identified students.
 2. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

Process for Appeal

Parents/guardians have the right to appeal the multi-disciplinary selection committee's decision. Individuals appealing the committee's decision must submit a completed appeals form or letter requesting review of the selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the Teaching and Learning Department within 10 school days of the multi-disciplinary selection committee's decision notification.

The district's multi-disciplinary selection committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the committee may include:

- Upholding the original decision of the multi-disciplinary selection committee; or
- Reversing the decision of the multi-disciplinary selection committee.

A decision will be made by the multi-disciplinary selection committee within 30 school days after receipt of the written request for reconsideration. The parent/guardian will be notified of the decision in writing. The decision of the committee is final.

Exit Process

Upon the request of a teacher or a highly capable program administrator, the district may initiate ~~The exit process may be initiated~~ for students who no longer demonstrate a need for highly capable program services. ~~A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation.~~ The multi-disciplinary selection committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multi-disciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student be exited from the program. The district will notify ~~The parent/guardian will be notified~~ in writing of the committee's decision and of the appeal process.

A parent/guardian may request ~~that the to withdraw the~~ student ~~be withdrawn~~ from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the highly capable program coordinator/director to discuss the request. If the parent/guardian desires to withdraw the student from the program, the ~~student will be exited~~ district will exit the student from the program. The multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

~~To the extent possible, the~~ district will make a variety of appropriate program services available to students who participate in the program.

Once services are started, ~~The~~ district will provide a ~~continuance~~ continuum of services ~~for highly capable to identified students at the elementary, middle, and high schools levels in grades K-12. The district reviews services each grading term for each student to ensure that the services are appropriate.~~

The district will offer highly capable students the following programs:

- In kindergarten through grade 3, the needs of highly capable students are met through differentiation and individualization in the general education classroom.
- In grades 4-5, the needs of highly capable students are met through differentiated instruction in the general education classroom and/or placement in a full time highly capable program.
- In grades 6-12, the needs of highly capable students are met through differentiated instruction in the general education classroom, subject and/or grade acceleration, and challenging course placement. Specific counseling support will be available for identified highly capable students in selecting appropriately challenging courses, ~~such as PreAP, Running Start, Advanced Placement, and dual credit opportunities.~~ Dual credit opportunities available to students include Advanced Placement, Career and Technical Education, College in the High School, and Running Start.

Reporting

Identified students will be assigned the appropriate CEDARS ~~G~~ gifted value(s) in the district's student information system for end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI), which includes:

- The number of students served by grade level K-12;
- Student demographic information;
- Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
- The number and content of professional development activities provided for special teachers and general education staff;
- Program evaluation data and, if needed, program changes that will be made based upon this information. ~~and~~
- ~~A final fiscal report that reports on activities and staff funded by this program.~~

Date: 1/18/05

Revised: 9/9/08; 8/26/14: 09/13/22