

Board of Directors

Regular Meeting June 15, 2021 7:00 p.m.

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

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/92818031701?pwd=WFBnZlZocHBQdEtGTCT4TEJEOWIKQT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 928 1803 1701 Password: WsRm061521

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 (kholt@fpschools.org or 253-298-3010)
by 3 p.m. on June 14, 2021.

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

FRANKLIN PIERCE SCHOOLS

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

Franklin Pierce School Board's Operating Principles

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

Communications, Cooperation, and Trust

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

Effective Meetings

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

Decision Making

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

Addressing Citizen or Staff Complaints

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

Board Operations

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

REGULAR MEETING OF THE BOARD OF DIRECTORS
Ford Middle School Commons
June 15, 2021 – 7 p.m.

AGENDA

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

The public may attend in person, online using this Zoom webinar link –
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Webinar ID: 928 1803 1701 Password: WsRm061521

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

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent's Office (kholtan@fpschools.org or 253-298-3010) by 3 p.m. on June 14.

Audience members may exit at this time or stay for the remainder of the meeting.
- VI. Consent Agenda**
 1. Minutes: May 25, 2021; June 1, 7 & 8, 2021A
 2. Audit of Expenditures: May 2021B
 3. Personnel ActionC
 4. Budget Status Reports: April 2021D
- VII. Unfinished Business**
 1. Core Instructional Materials Adoption: *The Developing Child*E
 2. Core Instructional Materials Adoption: *Food for Today*F
 3. Core Instructional Materials Adoption: *Psychology in Your Life*G
 4. Core Instructional Materials Adoption: *Health Smart*H
 5. Supplemental Instructional Materials Adoption: *High School FLASH*I
 6. Policy 3244: Prohibition of Corporal PunishmentJ
- VIII. New Business**
 1. Resolution 21-R-11: 2021-2022 BudgetK
 2. Resolution 21-R-12: FPS Performing Arts Center Education SpecificationsL
 3. 2021-2022 Career and Technical Education CoursesM
 4. 2021-2022 Non-Represented Professional Technical Salary ScheduleN
 5. 2021-2022 Non-Represented Administrators Salary ScheduleO
 6. 2021-2022 Association of Franklin Pierce Principals Salary ScheduleP
 7. Out of Endorsement AssignmentsQ
 8. Memorandum of Understanding with Bethel SD and Acceleration Academies LLCR
 9. Agreement with Pierce County for KMS CHAMPS After School ProgramS
- IX. Proposals**
 1. Policy 3241: Student Discipline & Policy 3200: Student Rights and ResponsibilitiesT
- X. Information**
 1. Procedure 2409P: Credit for Competency / ProficiencyU
 2. Procedure 3241P / Form 3241 F1 / Form 3241 F2: Student DisciplineV
 3. Approved Out-of-State Staff Travel RequestsW
- XI. Executive Session**X
- XII. Adjournment**

Next Meeting: July 6, 2021 at Noon

In-Person Public Meetings during the COVID-19 Pandemic

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

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

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



Franklin Pierce Schools

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

Board directors and audience attended either via Zoom video webinar 948 3878 8431 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

May 25, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:05 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. FLO Analytics Boundary Review
3. Academic and Student Well-Being Recovery Plan

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:01 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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May 25, 2021

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the meeting to order at 7:08 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

21-M-36

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM STUDENT REPRESENTATIVES

A Ford Middle School student known as Pip, commented on the Gender and Sexuality Alliance Club events and activities.

ANNOUNCEMENTS & COMMENTS FROM THE BOARD OF DIRECTORS

Mrs. Sherman shared written email comments from Ms. Amy Starkey, an FPS parent, about the transition back to in-person learning.

ANNOUNCEMENTS & COMMENTS FROM THE AUDIENCE/COMMUNITY

Mr. Jim Jezek, a community member, commented on the need for the Spanaway Parkland Youth Association activities.

CONSENT AGENDA

21-M-37

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, 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 regular meeting held on May 11, 2021.

(2) Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Barber, Rebecca	Paraeducator / Washington	08/31/2021
Berntsen, Anna	Special Education Teacher / Brookdale	08/31/2021
Ceballos, Sonia	Dual Language Teacher / Harvard	08/23/2021
Eisenhauer, Chelsey	Teacher / Keithley	08/31/2021
Jones, Patrick	Special Education Teacher / Washington	08/31/2021
Rivera, Sylemis	Dual Language Teacher / Harvard	08/23/2021

NEW HIRES (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Tiegs, Ashley	Special Education Preschool / Hewins Early Learning Center	08/23/2021
Vargas, Britt	Special Education Teacher / Franklin Pierce	08/31/2021
Wilkins, Aida	Paraeducator / Ford	05/04/2021

TERMINATIONS

NAMES	JOB TITLE / LOCATION	EFFECTIVE DATE
Aguero, Rachel	Paraeducator /Unassigned	05/11/2017
Apel, Melinda	Paraeducator / Central Avenue	08/30/2021
Crabtree, April	Occupational Therapist / Learning Support Svs.	08/31/2021
Criswell, Haley	Paraeducator / Central Avenue	06/18/2021
Dickens, Nicole	Special Education Teacher / Brookdale	08/31/2021
Hackney, Kelsey	Teacher / Christensen	08/31/2021
Hackney, Maude	Teacher / Franklin Pierce	08/31/2021
Inman, Adam	Assistant Principal / Ford	06/30/2021
Kvasnicka, Dayna	Special Education Teacher / Keithley	08/31/2021
Sirvin, Linda	Bus Driver / Transportation	06/22/2021
Spires, Kayla	Teacher / Christensen	08/31/2021
Webber, Matyson	Custodian / Hewins ELC & Midland	04/30/2021
Whitmyre, Garret	Vision Specialist / Learning Support Services	08/31/2021

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
DeCasas, Christin	Special Education Teacher / Ford	08/23/2021
Humphreys, Regina	Paraeducator / Midland	05/10/2021
Miller, Carol	Director / Learning Support Services	07/01/2021
Miskar, Kristen	Special Education Teacher / Keithley	08/23/2021

POLICY 3432: EMERGENCIES

21-M-38

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed that the Board of Directors adopt revised Board Policy 3432: Emergencies as presented.

POLICY 6000: PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

21-M-39

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt revised Board Policy 6000: Program Planning, Budget Preparation, Adoption, and Implementation as presented.

POLICY 6530: INSURANCE

21-M-40

It was moved by Mr. Davis, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt revised Board Policy 6530: Insurance as presented.

RESOLUTION 21-R-09: ACADEMIC AND STUDENT WELL-BEING RECOVERY PLAN

21-M-41

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed that the Board of Directors adopt Resolution 21-R-09: Academic and Student Well-Being Recovery Plan.

RESOLUTION 21-R-10: BATES TECHNICAL COLLEGE INTERLOCAL COOPERATIVE AGREEMENT FOR EDUCATIONAL SERVICES

21-M-42

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt Resolution 21-R-10: Bates Technical College Interlocal Agreement for Educational Services.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *THE DEVELOPING CHILD*

Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, presented the core instructional materials, *The Developing Child*, for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *FOOD FOR TODAY*

Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, presented the core instructional materials, *Food for Today*, for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *PSYCHOLOGY IN YOUR LIFE*

Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, presented the core instructional materials, *Psychology in Your Life*, for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

CORE INSTRUCTIONAL MATERIALS ADOPTION: *HEALTH SMART*

Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, and Mrs. Audra Goodman, Ford Middle School Assistant Principal, presented the core instructional materials, *Health Smart*, for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS ADOPTION: *HIGH SCHOOL FLASH*

Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, presented the supplemental instructional materials, *High School FLASH*, for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

POLICY 3244: PROHIBITION OF CORPORAL PUNISHMENT

Mr. James Hester, Deputy Superintendent of PK-12, presented new Board Policy 3244: Prohibition of Corporal Punishment for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

ADJOURNMENT

Mr. Roberts announced that the next regular meeting of the Board of Directors will be held on Tuesday, June 15, 2021, beginning at 7 p.m. The meeting will be held remotely or in the Ford Middle School Commons depending on current public health and open public meeting regulations.

There being no further business to transact, the meeting adjourned at 8:08 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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Board directors and audience attended either via Zoom video webinar 989 5218 9674 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

June 1, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:07 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School and District Happenings
2. 2021-2022 and Beyond Budget Discussion
3. 2021-2022 Learning Options

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:11 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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

Board directors and audience attended either via Zoom video webinar 944 1565 1735 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

June 7, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:03 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School and district happenings
2. Early learning-grade 5 principal reflections on improving instruction, social justice and equity, and family and community engagement during the 2020-2021 school year.

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:19 p.m.

Secretary of the Board

President of the Board

Franklin Pierce Schools

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

Board directors and audience attended either via Zoom video webinar 960 5479 6333 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

June 8, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:05 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School and district happenings
2. Grades 6-12 principal reflections on improving instruction, social justice and equity, and family and community engagement during the 2020-2021 school year.

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 7:36 p.m.

Secretary of the Board

President of the Board

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: June 15, 2021
SUBJECT: Audit of Expenditures

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held June 15, 2021, authorizes the County Treasurer to pay all warrants/transfers specified below. To obtain a copy of the detailed listing, please contact the Superintendent's Office.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
General Fund – Payroll	Direct Dep/Bank Fees	\$5,890,156.90	5/28/2021
	269842-269861	\$8,305.87	5/28/2021
	269862-269896	\$2,889,037.11	5/28/2021
General Fund – A/P	A/P Direct Deposit	\$34,048.77	5/14/2021
	269777-269832	\$310,325.94	5/14/2021
	A/P Direct Deposit	\$17,184.12	5/28/2021
	269897-269931	\$325,973.80	5/28/2021
	BMO Direct Deposit	\$440,906.22	5/28/2021
Capital Projects	269833-269841	\$3,655,648.84	5/14/2021
	A/P Direct Deposit	\$243,770.37	5/28/2021
	269932-269938	\$389,347.31	5/28/2021
	BMO Direct Deposit	\$32,919.26	5/28/2021
ASB	A/P Direct Deposit	\$145.93	5/14/2021
	269939-269941	\$2,480.00	5/28/2021
	BMO Direct Deposit	\$11,435.79	5/28/2021
Trust	BMO Direct Deposit	\$379.15	5/28/2021

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 15, 2021
SUBJECT: Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Allen, Eric	Classified ROTC Instructor / Washington	08/24/2021	Replacement
Bates-Carector, Alanna	Special Education Teacher / Franklin Pierce	08/23/2021	Growth
Bravo, Francisco	Administrative Assistant / Keithley	05/19/2021	Replacement
Brisbin, Colleen	Social Worker / James Sales	08/23/2021	Replacement
Garcia Garcia, Stephanie	HR Records Specialist / Human Resources	06/09/2021	Replacement
Hemicker, Brittany	Teacher / Franklin Pierce	08/23/2021	Leave Replacement
Jones, Patrick	Special Education Teacher / Washington	08/23/2021	Replacement
Langford, Virgil	Custodian / Keithley	05/17/2021	Replacement
Lee, Kianee	Principal / Keithley	07/01/2021	Replacement
Turri, Lani	Vision Specialist / Learning Support Services	08/23/2021	Replacement

TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Beardsley, Valerie	Driver / Transportation	08/30/2011	05/20/2021	Resignation
Davis, Marian	Teacher / Christensen	08/20/2018	08/31/2021	Resignation
Dietzen, Tara	Paraeducator / James Sales	01/06/2020	06/03/2021*	Resignation
Dust, Mackenzie	Teacher / Collins	01/24/2019	08/31/2021	Resignation
Gaume, Samuel	ITS - Leave Replacement / Brookdale	08/31/2020	08/31/2021	Resignation
Lutton, Howard	Teacher / Franklin Pierce	09/01/1997	06/30/2021	Retirement
Mooers, Spencer	Driver / Transportation	09/01/2007	05/20/2021	Resignation
Osuna, Karina	Dual Language Teacher / Harvard	08/19/2019	08/31/2021	Resignation
Paczkowski, Robyn	Teacher / James Sales	09/01/1988	08/31/2021	Resignation
Piercy, Hollye	Teacher / Midland	08/30/2016	08/31/2021	Resignation
Rodgers, Kimberly	Teacher / Collins	08/19/2019	08/31/2021	Resignation
Rouse, Jodie	Special Education Teacher / Ford	08/22/2016	08/31/2021	Resignation
Scotti, Christopher	School Counselor / Midland	08/19/2019	08/31/2021	Resignation
Szutu, Michael	Teacher / Harvard	08/18/2014	08/31/2021	Resignation
Totten, Rachel	Teacher / Brookdale	08/24/2011	08/31/2021	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
Boser, Megan	Assistant Teacher / Hewins	08/26/2021	ECEAP Teacher / Hewins	Promotion
Brown, Brooke	Teacher / Washington	08/23/2021	Instructional Equity Specialist / Teaching and Learning	Promotion
Conley, Latisha	Head Start Teacher / Hewins	08/24/2021	ELC Coordinator / ELC	Promotion
Elliott, Catherine	Chief Custodian / Small Sites and GATES	06/07/2021	Chief Custodian / Ford	Promotion
Zurfluh, Donald	Custodian / Washington	06/09/2021	Assistant Chief Custodian / Hewins and Midland	Promotion

LEAVES OF ABSENCE

NAME	POSITION / LOCATION	LEAVE TYPE	LEAVING	RETURNING
Beagley, Teresa	Teacher / Brookdale	General Leave 1.0	06/22/2021	09/01/2022
Nakata, Jennifer	Social Worker / Keithley	General Leave 0.8	06/22/2021	09/01/2022
Marshall, Kevin	Teacher / Washington	General Leave 0.5	06/22/2021	09/01/2022

* Employee changed resignation 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: Tammy Bigelow, Director of Business Services
DATE: June 15, 2021
SUBJECT: Budget Status Reports, April 2021

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

General Fund

As of April 30, 2021, the ending fund balance was \$16,351,090. Property tax receipted was \$5,735,945 in April for a total revenue of \$15,653,265. Expenditures totaled \$10,223,045 with an excess of revenues over expenditures of \$5,430,220.

Capital Project Fund

As of April 30, 2021, the ending fund balance was \$51,615,309. Property tax receipted was \$947,917. Local income from interest, and impact fees totaled \$12,817.

- **Expenditures:**
 - **Bond: \$3,102,327**
 - **Technology Levy: \$102,757**
 - Network Infrastructure: \$3,400
 - New Computers: \$37,498
 - Fiber: \$19,125
 - VOIP Charges: \$23,520
 - Other Software: \$805
 - Utilities: \$12,923
 - Bell & Clock: \$5,486

Debt Service Fund

Property tax collections in April totaled \$3,666,676 with ending fund balance of \$5,472,657.

Associated Student Body Fund

Ending fund balance was \$385,011.

Transportation Vehicle Fund

Ending fund balance was \$523,784.

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	12,946,977	5,735,945.98	12,557,298.67		389,678.33	96.99
2000 LOCAL SUPPORT NONTAX	806,000	3,728.32	241,434.14		564,565.86	29.95
3000 STATE, GENERAL PURPOSE	74,334,454	7,124,206.70	46,728,593.07		27,605,860.93	62.86
4000 STATE, SPECIAL PURPOSE	24,913,393	1,881,828.97	13,965,067.08		10,948,325.92	56.05
5000 FEDERAL, GENERAL PURPOSE	75,000	10,952.74	174,369.83		99,369.83-	232.49
6000 FEDERAL, SPECIAL PURPOSE	13,989,092	893,752.95	6,081,635.22		7,907,456.78	43.47
7000 REVENUES FR OTH SCH DIST	500	.00	380.56		119.44	76.11
8000 OTHER AGENCIES AND ASSOCIATES	4,000	2,850.00	8,550.00		4,550.00-	213.75
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 127,069,416	 15,653,265.66	 79,757,328.57		 47,312,087.43	 62.77
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	67,367,405	4,909,856.51	39,146,312.10	19,244,710.39	8,976,382.51	86.68
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	20,846,151	1,552,566.19	12,800,958.41	6,719,284.93	1,325,907.66	93.64
30 Voc. Ed Instruction	4,315,019	298,580.04	2,353,618.87	1,178,464.20	782,935.93	81.86
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	12,993,470	974,488.18	7,530,147.49	3,450,054.09	2,013,268.42	84.51
70 Other Instructional Pgms	1,392,432	66,315.07	1,004,327.89	199,310.27	188,793.84	86.44
80 Community Services	685,143	54,760.35	451,298.77	211,646.24	22,197.99	96.76
90 Support Services	30,925,003	2,366,478.97	16,259,419.26	9,209,157.11	5,456,426.63	82.36
 <u>Total EXPENDITURES</u>	 138,524,623	 10,223,045.31	 79,546,082.79	 40,212,627.23	 18,765,912.98	 86.45
 <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>	11,455,207-	5,430,220.35	211,245.78		11,666,452.78	101.84-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 19,000,000		 16,139,844.63			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 7,544,793		 16,351,090.41			
<u>(E+F + OR - G)</u>						

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,228,783	947,917.99	2,042,516.65		186,266.35	91.64
2000 Local Support Nontax	1,943,000	12,817.14	478,415.02		1,464,584.98	24.62
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 4,171,783	 960,735.13	 2,520,931.67		 1,650,851.33	 60.43
 <u>B. EXPENDITURES</u>						
10 Sites	0	2,601.50	21,960.50	70,460.26	92,420.76-	0.00
20 Buildings	68,096,000	3,158,857.14	24,031,179.96	34,973,953.88	9,090,866.16	86.65
30 Equipment	2,700,000	106,654.48	2,428,371.67	2,857,182.39	2,585,554.06-	195.76
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	1,000	.00	950.00	0.00	50.00	95.00
 <u>Total EXPENDITURES</u>	 70,797,000	 3,268,113.12	 26,482,462.13	 37,901,596.53	 6,412,941.34	 90.94
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	66,625,217-	2,307,377.99-	23,961,530.46-		42,663,686.54	64.04-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 77,230,353		 75,576,840.34			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 10,605,136		 51,615,309.88			
<u>(E+F + OR - G)</u>						

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

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	9,479,391	3,666,676.82	8,838,229.77		641,161.23	93.24
2000 Local Support Nontax	25,000	125.88	2,213.17		22,786.83	8.85
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	9,504,391	3,666,802.70	8,840,442.94		663,948.06	93.01
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,410,000	.00	3,410,000.00	0.00	.00	100.00
Interest On Bonds	6,008,352	.00	3,029,500.00	0.00	2,978,852.00	50.42
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	600.00	0.00	9,400.00	6.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	9,428,352	.00	6,440,100.00	0.00	2,988,252.00	68.31
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	76,039	3,666,802.70	2,400,342.94		2,324,303.94	> 1000
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,261,537		3,072,314.65			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,337,576		5,472,657.59			
<u>(E+F + OR - G)</u>						

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

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 GENERAL STUDENT BODY	399,990	1,351.59	9,331.42		390,658.58	2.33
2000 ATHLETICS	225,700	1,600.00	5,683.63		220,016.37	2.52
3000 CLASSES	61,000	.00	2,829.38		58,170.62	4.64
4000 CLUBS	134,700	2,088.00	6,381.99		128,318.01	4.74
6000 PRIVATE MONEYS	25,800	269.00	7,733.80		18,066.20	29.98
Total REVENUES	847,190	5,308.59	31,960.22		815,229.78	3.77
B. EXPENDITURES						
1000 GENERAL STUDENT BODY	393,750	3,779.14	12,581.72	1,430.82	379,737.46	3.56
2000 ATHLETICS	251,000	3,972.61	14,467.31	1,794.18	234,738.51	6.48
3000 CLASSES	56,100	.00	.00	0.00	56,100.00	0.00
4000 CLUBS	144,525	439.61	3,655.83	0.00	140,869.17	2.53
6000 PRIVATE MONEYS	25,800	.00	10,729.37	0.00	15,070.63	41.59
Total EXPENDITURES	871,175	8,191.36	41,434.23	3,225.00	826,515.77	5.13
C. EXCESS OF REVENUES						
OVER (UNDER) EXPENDITURES (A-B)	23,985-	2,882.77-	9,474.01-		14,510.99	60.50-
D. TOTAL BEGINNING FUND BALANCE	420,055		394,485.19			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	396,070		385,011.18			
C+D + OR - E)						

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,000	41.61	494.65		1,505.35	24.73
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	400,000	.00	.00		400,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	708,126	.00	.00		708,126.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	1,110,126	41.61	494.65		1,109,631.35	0.04
 B. <u>9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	1,110,126	41.61	494.65		1,109,631.35	0.04
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	1,350,000	.00	.00	1,154,997.00	195,003.00	85.56
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 1,350,000	 .00	 .00	 1,154,997.00	 195,003.00	 85.56
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	239,874-	41.61	494.65		240,368.65	100.21-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	522,359		523,290.11			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u>	282,485		523,784.76			
<u>(G+H + OR - I)</u>						



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: June 15, 2021
SUBJECT: Core Instructional Materials Adoption: *The Developing Child*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***The Developing Child***

Publisher: Glencoe

Copyright: 2016

Author: Holly Brisbane

For our Career and Technical Education Pathway courses, Early Childhood Education and Child Development, our Family and Consumer Science teachers are recommending this text for instruction. In addition to the teachers, the texts were reviewed by Advisory Committee members from the Hewins Early Learning Center for accuracy and alignment with current practices. The focus of the text is to evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

RECOMMENDATION

I move that the Board of Directors adopt the core instructional materials, *The Developing Child*.

ACTION REQUIRED



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MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: June 15, 2021
SUBJECT: Core Instructional Materials Adoption: *Food for Today*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Food for Today***
Publisher: McGraw Hill Education
Copyright: 2016
Author: Glencoe

Food for Today demonstrates food safety and sanitation procedures, identifies proper recipe terms, equipment, measuring techniques, abbreviations and equivalents, and demonstrates professional skills in safe handling of knives, tools, and equipment.

RECOMMENDATION

I move that the Board of Directors adopt the core instructional materials, *Food for Today*.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: June 15, 2021
SUBJECT: Core Instructional Materials Adoption: *Psychology in Your Life*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Psychology in Your Life***
Publisher: W.W. Norton
Copyright: 2019
Author: Sarah Grison and Michael Gazzaniga

Psychology in Your Life supports all standards for AP Psychology. Standards are based on the College Board AP Course and Exam description. Through a study unit format based on learning research, concepts are presented in a pedagogically consistent, accessible way.

RECOMMENDATION

I move that the Board of Directors adopt the core instructional materials, *Psychology in Your Life*.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: June 15, 2021
SUBJECT: Core Instructional Materials Adoption: *Health Smart*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: *Health Smart*
Publisher: ETR
Copyright: 2020
Author: Susan Telljohann

As a part of the Health and Fitness classes in middle school, the teachers are requesting the approval of this comprehensive health curriculum. This material is broad in scope and content, addresses numerous health topics per the Washington state Learning Standards, and includes a wide range of learning activities to address multiple health outcomes.

RECOMMENDATION

I move that the Board of Directors adopt the core instructional materials, *Health Smart*.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: June 15, 2021
SUBJECT: Supplemental Instructional Materials Adoption: *High School FLASH*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***High School FLASH (Family Life and Sexual Health)***

Publisher: Seattle & King County Public Health

Published: July 2020

Authors: Andrea Gerber, Kari Kesler, Mo Lewis, Rebeca Milliman, and Becky Reitzes

FLASH is a widely used comprehensive sexual health education curriculum developed by Public Health Seattle–King County and designed to prevent teen pregnancy, STDs, and sexual violence. Our district is currently using a previous edition of FLASH, but we are requesting the more current edition to meet the current state guidelines.

RECOMMENDATION

I move that the Board of Directors adopt the supplemental instructional materials, *High School FLASH*.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: June 15, 2021
SUBJECT: Policy 3244: Prohibition of Corporal Punishment

BACKGROUND INFORMATION

New Board Policy 3244: Prohibition of Corporal Punishment establishes that use of corporal punishment is prohibited. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student. This concise policy also states what is not considered corporal punishment.

RECOMMENDATION

I move that the Board of Directors adopt new Board Policy 3244: Prohibition of Corporal Punishment.

ACTION REQUIRED

PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment in common schools is prohibited. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

1. The use of reasonable physical force by an administrator, teacher, other school employee, or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff, other persons, or property;
2. Physical pain or discomfort resulting from or caused by training for or participating in athletic competition or recreational activity voluntarily engaged in by a student;
3. Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects.

Legal References: RCW 28A.150.300
WAC 392-400-235

Corporal punishment prohibited – Adoption of policy
Discipline – Conditions and limitations

Adoption Date: 06/15/21
Franklin Pierce Schools
Revised:
Classification: Encouraged



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: June 15, 2021
SUBJECT: Resolution 21-R-11: 2021-2022 Budget

BACKGROUND INFORMATION

The fiscal year 2021-2022 budget for all funds, four-year budget plan summary, and four-year enrollment projection are complete and ready for adoption. RCW 28A.505.060 specifically requires school board action to fix and adopt the annual budget, four-year budget plan, and four-year enrollment projection. The proposed 2021-2022 budget for Franklin Pierce Schools includes the General Fund, Associated Student Body Fund, Debt Service Fund, Capital Projects Fund, and Transportation Vehicle Fund.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 21-R-11, approving the fiscal year 2021-2022 budget, four-year budget plan, and four-year enrollment projection for Franklin Pierce Schools.

ACTION REQUIRED



Franklin Pierce Schools

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RESOLUTION 21-R-11 **2021-2022 BUDGET**

WHEREAS, in compliance with the provisions of WAC 392-123-078 and 079, the Board of Directors of the Franklin Pierce School District No. 402 has completed a Budget for the 2021-2022 year, and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Franklin Pierce School District No. 402, Pierce County, Washington, has determined that the final appropriation level of expenditures for each fund in 2021-2022 will be as follows:

A. General Fund	\$ 140,363,569
B. Associated Student Body Fund	\$ 763,957
C. Debt Service Fund	\$ 9,662,700
D. Capital Projects Fund	\$ 51,129,100
E. Transportation Vehicle Fund	\$ 1,687,000

Budget plan summary:

2021-2022 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$12,000,000	\$350,000	\$2,197,913	\$42,222,687	\$915,694
Revenues	\$136,211,494	\$734,508	\$10,287,213	\$12,363,501	\$1,090,126
Expenditures	\$140,363,569	\$763,957	\$9,662,700	\$51,129,100	\$1,687,000
Ending Fund Balance	\$7,847,925	\$320,551	\$2,822,426	\$3,457,088	\$318,820

2022-2023 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$7,847,925	\$320,551	\$2,822,426	\$3,457,088	\$318,820
Revenues	\$132,579,320	\$700,000	\$10,000,000	\$3,000,000	\$400,000
Expenditures	\$133,345,390	\$725,000	\$9,913,275	\$5,000,000	\$400,000
Ending Fund Balance	\$7,081,855	\$295,551	\$2,909,151	\$1,457,088	\$318,820

2023-2024 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$7,081,855	\$295,551	\$2,909,151	\$1,457,088	\$318,820
Revenues	\$127,000,540	\$700,000	\$10,200,000	\$3,000,000	\$400,000
Expenditures	\$126,678,121	\$700,000	\$10,162,600	\$3,000,000	\$400,000
Ending Fund Balance	\$7,404,274	\$295,551	\$2,946,551	\$1,457,088	\$318,820

2024-2025 Projection	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$7,404,274	\$295,551	\$2,946,551	\$1,457,088	\$318,820
Revenues	\$129,274,269	\$700,000	\$10,500,000	\$3,000,000	\$400,000
Expenditures	\$129,211,683	\$700,000	\$10,447,725	\$3,000,000	\$400,000
Ending Fund Balance	\$7,466,860	\$295,551	\$2,998,826	\$1,457,088	\$318,820

Enrollment projections:

2021-2022 AAFTE 7,608
2022-2023 AAFTE 7,621
2023-2024 AAFTE 7,634
2024-2025 AAFTE 7,647

Adopted by a majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, June 15, 2021.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary 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: Robin Heinrichs, Executive Director of Support Services
DATE: June 15, 2021
SUBJECT: Resolution 21-R-12: Approval of Education Specifications for the FPS Performing Arts Center Project

BACKGROUND INFORMATION

Education specifications for the FPS Performing Arts Center have been prepared by Erickson McGovern Architects and reviewed by district representatives as required. Board approval of education specifications by resolution is required for projects to be constructed using state assistance.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 21-R-12: Approval of Education Specifications for the Franklin Pierce School District Performing Arts Center Project.

ACTION REQUIRED



FRANKLIN PIERCE

SCHOOL DISTRICT NO. 402

PRE PLANNING BINDER
for the

***FRANKLIN PIERCE SCHOOL DISTRICT
PERFORMING ARTS CENTER***

AUGUST, 2020

Franklin Pierce School District Performing Arts Center - Final

Franklin Pierce School District
Building Area Analysis

Updated: August, 2020

BUILDING AREA	Ed Specs/Program Area					Schematic Plan			
	QTY	Occupancy	SF/Occ	AREA	SUB-TOT	QTY	AREA	SUB-TOT	
LOBBY									
Lobby Vestibule (Main)	1	0	0	200	200	1	240	240	
Lobby	1	260	5	1,300	1,300	1	2,240	2,240	
Tickets	1	2	100	200	200	0		0	
Lobby Vestibule (Secondary)	1	0	0	165		1	135	135	
Men Restroom	1	0	0	300	300	1	217	217	
Women Restroom	1	0	0	300	300	1	345	345	
Storage	2	0	300	150	300	2	121	242	
Stairs to Control Room	1	0	0	150	150	1	120	120	
SUBTOTAL:					2,750	SUBTOTAL:			3,539
AUDITORIUM									
Vestibule Entry	1	0	0	125	125	1	265	265	
Auditorium	1	550	10	5,500	5,500	1	4,840	4,840	
Corner Exit	1	0	0	70	70	1	75	75	
Orchestra Pit	1	30	20	600	600	1	290	290	
Control and Sound Room	1	3	100	300	300			0	
SUBTOTAL:					6,595	SUBTOTAL:			5,470
STAGE									
Stage	1	167	15	2,500	2,500	1	2,750	2,750	
Piano Storage	1	0	300	70	70	1	100	100	
Props & Set Storage	1	0	300	200	200	1	125	125	
Shell	1	0	300	120	120	1	135	135	
Shop	1	2	300	500	500	1	660	660	
Womens Dressing	1	13	15	200	200			0	
Womens Green Room	1	37	15	550	550	1	375	375	
Mens Dressing	1	13	15	200	200			0	
Mens Green Room	1	37	15	550	550	1	350	350	
SUBTOTAL:					4,890	SUBTOTAL:			4,495
CUSTODIAL AND UTILITY SPACES									
Mechanical Room	1	2	300	600	600	1	0	0	
Custodial Room	1	0	300	60	60	1	55	55	
Sprinkler Riser	1	0	300	120	120	1	65	65	
Electrical Room	1	0	300	150	150	1	210	210	
SUBTOTAL:					930	SUBTOTAL:			330
CIRCULATION									
Cross Hallway							0	0	
Stairs/Tunnel to Pit								0	
Cross Hallway Vestibule								0	
SUBTOTAL:					0	SUBTOTAL:			0
NET USABLE TOTAL					15,165	NET USABLE TOTAL			13,834
PRE-BOND PROGRAM S.F. TARGET					13,025	TOTAL GROSS BUILDING AREA			18,000
						WALL FACTOR			23.1%



Franklin Pierce School District Performing Arts Center

SPACE NAME: Lobby

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 1,300 SF minimum

Ceiling Height: 20' minimum

2. OCCUPANCY INFORMATION

Occupants: Up to 500 standing only occupants
pre-event

Use Time: Periodic use throughout the day

3. USE

Education/ Curriculum Goals:

- Support space for large gatherings in Auditorium

Activity Description:

- Gathering space, pre/past events, intermissions

Simultaneous Uses:

4. ADJACENCIES

- Public restrooms
- Auditorium
- Main entrance

5. SIGNAGE

- Franklin Pierce School District Performing Arts Center
 - Cast letters at main entrance

6. FINISHES

Floors: Carpet or Resilient sheet flooring
*TBD

Walls: GWB/acoustical wall surface

Ceiling: Acoustic tile

7. UTILITY REQUIREMENTS

- Data
- Phone and PA system
- Security push button for lockdown
- Drinking fountains near public restrooms

8. EQUIPMENT REQUIREMENTS

- Built-in benches
- Overflow viewing

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Storage space for 2-3 folding tables/up to 12 folding chairs

10. ENVIRONMENTAL REQUIREMENTS

- View of main entrance plaza

11. SPECIALTY REQUIREMENTS



Franklin Pierce School District Performing Arts Center

SPACE NAME: Public Restrooms (Men & Women)

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 300 SF each

Ceiling Height: 8'-6" minimum

2. OCCUPANCY INFORMATION

Occupants: 5 occupants maximum

Use Time: Periodic use throughout the day

3. USE

Education/ Curriculum Goals:

- Support spaces for students/visitors

Activity Description:

- Restroom facilities

Simultaneous Uses:

- No other use

4. ADJACENCIES

- Lobby
- Auditorium

5. SIGNAGE

- Men's Restroom (ADA Accessible Symbol)
- Women's Restroom (ADA Accessible Symbol)

6. FINISHES

Floors: Ceramic tile floor

Walls: Ceramic tile, floor to ceiling

Ceiling: Acoustical tile

7. UTILITY REQUIREMENTS

- Standard Electrical/Power requirements
- Plumbing as required for fixtures listed
- Floor drain
- Hose connection behind locked access panel in wall

8. EQUIPMENT REQUIREMENTS

- Full height toilet partitions (solid surface materials)
- Accessible Handicap Stall grab bars (1 per room)
- Toilet paper dispensers (1 for each water closet)
- Lavatories, located inside restroom, individual sinks in countertop
- Small mirrors (1 per lavatory)
- Men- combination of water closets and urinals as required by code
- Women- Water closets as required by code
- Space designed to receive large waste receptacle (not built-in)

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

Additional items from #8 above include:

- Seat cover dispenser, feminine product dispenser
- Automatic paper towel dispenser, 3 system touchless
- Automatic flush valves (Sloane or Zurn)
- Soap dispensers per district standards

10. ENVIRONMENTAL REQUIREMENTS

- Daylighting is not required
- Good ventilation
- The space should be able to be thermally controlled separate from other spaces

11. SPECIALTY REQUIREMENTS

- Controls for water closet and urinals

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Ticket Office

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 200 SF

Ceiling Height: 8'-6"

2. OCCUPANCY INFORMATION

Occupants: 2 Occupants maximum

Use Time: Periodic

3. USE

Education/ Curriculum Goals:

Activity Description:

- Ticket sales

Simultaneous Uses:

4. ADJACENCIES

- Entrance lobby

5. SIGNAGE

- Ticket Office

6. FINISHES

Floors: Vinyl tile

Walls: GWB w/some tackable wall surface

Ceiling: Acoustic tile

7. UTILITY REQUIREMENTS

- Data and phone

8. EQUIPMENT REQUIREMENTS

- Phone
- Computer
- Printer
- Internet connection

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- 4-drawer file cabinet
- Open shelving on one wall
- 1 locking teacher's wardrobe cabinet
- Countertop at ticket windows
- 1 desk
- 1 chair
- 2 counter top height stools

10. ENVIRONMENTAL REQUIREMENTS

- Acoustic privacy

11. SPECIALTY REQUIREMENTS

- Interior & exterior sliding windows



Franklin Pierce School District Performing Arts Center

SPACE NAME: Auditorium Seating

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 5,500 SF

Ceiling Height: Varies

2. OCCUPANCY INFORMATION

Occupants: · Seating for 550 spectators
· 400 fixed seats plus (2) flexible seating areas at back of house

Use Time: All day and evenings

3. USE

Education/ Curriculum Goals:

- Musical performances, band & choral
- Testing space for large groups
- Large group meetings
- Drama productions
- Dance recitals

Activity Description:

- Seating space for performances and meetings

Simultaneous Uses:

- Occasional use by various community arts groups
- Church services held on Sundays

4. ADJACENCIES

- Stage
- Lobby
- Public restrooms
- Flexible Classroom space at back of house

5. SIGNAGE

- No food or drink
- Auditorium
- Maximum seating capacity 550

6. FINISHES

Floors: Sealed concrete floors with carpet at aisles

Walls: GWB w/Acoustic treatment

Ceiling: GWB/Acoustic tile/Open to structure

7. UTILITY REQUIREMENTS

8. EQUIPMENT REQUIREMENTS

- Catwalks painted flat black, semi-concealed from audience view
- Lighting/sound equipment hung from structure
- Wire for sound board at back of lower section
- Long throw projector located at back of Auditorium and controlled from upper level control room
- Provide tablet arms at fixed seats

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- 22" minimum chair width

10. ENVIRONMENTAL REQUIREMENTS

- Flexible wall and ceiling treatment which can be adjusted to accommodate varying acoustical requirements
- Acoustically isolate space from adjoining spaces

11. SPECIALTY REQUIREMENTS

- Divided into front/back house
- Front area will have fixed seating w/level access to stage at sides
- Back of house will have flexible seating using retractable seating platforms

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Stage

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 2,500 SF (not including area of projecting stage)
Ceiling Height: Twice the height of proscenium opening plus 10' +/- for maintenance grid

6. FINISHES

Floors: Floating wood floor, painted black
Walls: 20' high x 48' wide Proscenium w/fire safety curtain
Ceiling: Open to structure, Walls & ceiling above catwalk level painted black

2. OCCUPANCY INFORMATION

Occupants: · 70 Students in a production
· 200 Students w/instruments max
· 200 choral group on risers max
Use Time: All day and evenings

7. UTILITY REQUIREMENTS

· Lights operated from inside and outside control booth
· Intercom from control booth to Make-up Room/ Green Room
· Inlaid strip lighting at leading edge of stage and at auditorium aisles

3. USE

Education/ Curriculum Goals:

- Observe live and recorded productions
- Large meetings
- Video broadcast of events
- Live stream concerts

8. EQUIPMENT REQUIREMENTS

- Stage lighting that can be raised and lowered
- Stage curtain
- Electronically operated projection screen or manually operated fly *TBD
- Ample space between back wall and rear stage curtain (must be able to traverse back and forth between wings- Provide rigid fly panels behind cyclorama)
- Access to center of house from stage via level side aisles
- Manual counterweight fly system
- Provide maintenance grid above fly system
- Removable orchestra pit cover at projecting stage beyond proscenium opening

Activity Description:

- Live performances of drama, band, and choir students
- Lectures & assemblies
- Performances from various community arts groups

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Piano storage for a full size grand piano
- Proscenium curtain storage niche
- Storage area for modular band shell

Simultaneous Uses:

4. ADJACENCIES

- Wing space ½ the width of proscenium opening on each side of stage (same depth of stage)
- Auditorium seating
- Level/covered access to music department in adjacent building
- Exterior covered loading area

10. ENVIRONMENTAL REQUIREMENTS

- Quiet ventilation system
- Acoustic separation from adjacent areas

5. SIGNAGE

- Stage

11. SPECIALTY REQUIREMENTS

- 12' high loading doors direct from stage to exterior
- All surfaces painted black

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Control Room

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 300 SF two-tiered enclosed room for lighting & sound control at upper level

Ceiling Height: 8'-6" minimum

2. OCCUPANCY INFORMATION

Occupants: 3-4 occupants

Use Time: Special events during school day plus misc. evening events

3. USE

Education/ Curriculum Goals:

- Stage support space
- Control of sound and lighting for performances

Activity Description:

Simultaneous Uses:

4. ADJACENCIES

- Stage
- Auditorium

5. SIGNAGE

- Control Booth

6. FINISHES

Floors: Carpet

Walls: GWB with acoustical wall finish

Ceiling: Acoustic tile

7. UTILITY REQUIREMENTS

- Computerized lighting control/dimmer
- Patch panel & sound control board
- Wireless body/ hand held mics
- Receiver box in locked cabinet (Exact location *TBD)

8. EQUIPMENT REQUIREMENTS

- Sliding glass or in-swinging casement window at enclosed room overlooking the stage, Control Room must have open air connection to Auditorium
- Spot light positioning on catwalks *TBD
- Location of student operated spot lights will vary with each performance

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Storage for lighting/sound equipment
- Continuous countertop w/task chairs on caster wheels

10. ENVIRONMENTAL REQUIREMENTS

- Acoustically isolated
- Visual access to stage

11. SPECIALTY REQUIREMENTS

- Students are not allowed on catwalk system unless accompanied by a supervising adult



Franklin Pierce School District Performing Arts Center

SPACE NAME: Orchestra Pit

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 600 SF

Ceiling Height: 7'-6" minimum

6. FINISHES

Floors: Carpet (to be confirmed by acoustical consultant)

Walls: Concrete w/Acoustic treatment

Ceiling: · Open to Auditorium
· Concrete lid in recessed portion of pit behind proscenium opening

2. OCCUPANCY INFORMATION

Occupants: 20-30 Musicians

Use Time: Occasional musical performances

7. UTILITY REQUIREMENTS

3. USE

Education/ Curriculum Goals:

- Musical support for stage performances

8. EQUIPMENT REQUIREMENTS

- Electrical outlets to line the perimeter of pit
- Recessed LED lighting at perimeter walls and ceiling overhang
- Handicapped lift large enough for vertical conveyance of percussion instruments

Activity Description:

- Performance space for musicians

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Up to 30 chairs and music stands

Simultaneous Uses:

4. ADJACENCIES

- Stage
- Auditorium
- Cross hallway between black box & stage

10. ENVIRONMENTAL REQUIREMENTS

- Acoustic treatment to optimize acoustical performance

5. SIGNAGE

- Orchestra Pit

11. SPECIALTY REQUIREMENTS

- Modular lid to cover projecting portion of stage in front of proscenium when pit is not in use
- Access to pit should not be visible from audience



Franklin Pierce School District Performing Arts Center

SPACE NAME: Drama Classroom

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: Existing Commons Stage

Ceiling Height: 20'-0" +

2. OCCUPANCY INFORMATION

Occupants: Drama & dance

- 100 High School students during performances max
- 170 Elementary students during performances max
- 30-32 drama students during the day

Use Time: All day & after school

3. USE

Education/ Curriculum Goals:

- Primary use- classroom instruction in drama

Activity Description:

- Instruction, discussion, small and large group performance
- Demonstration lecture
- Design work
- Green room holding space during performances
- Drama/Cheer/Color Guard/Dance practice space

Simultaneous Uses:

- Auditorium seating to be retractable at the back corners of auditorium to create multi-use classroom space
- Smaller flexible classrooms to be used for miscellaneous activities such as: music recitals, lectures and gatherings of community groups

4. ADJACENCIES

- Access to stage via hallway
- Drinking fountains nearby
- Main lobby
- Restrooms

5. SIGNAGE

- Drama Room

6. FINISHES

Floors: Drama classroom: Floating wood floor system, painted black

Walls: GWB/ tackable wall surface

Ceiling: Exposed structure painted black
Performance lighting grid
Backdrop curtain and track

7. UTILITY REQUIREMENTS

- Ample ventilation system/Acoustical separation from Auditorium
- Ample electrical outlets on perimeter walls
- Absorber/diffuser panels for acoustics
- Drinking fountain

8. EQUIPMENT REQUIREMENTS

- One wall of mirrors Perimeter curtains suspended from overhead track (black)
- Rolling audio/video
- Teaching wall with whiteboards
- Wall mounted speakers
- Pipe grid to support performance lighting
- Stacking chairs
- Video feed between stage and Make-up/ Green Room

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Lockable storage along one wall
- Cubbies for student backpacks

10. ENVIRONMENTAL REQUIREMENTS

- Acoustic privacy
- Level floor

11. SPECIALTY REQUIREMENTS

- Walls, floors and ceiling surfaces painted black

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Make-up Room/ Green Room

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 550 SF

Ceiling Height: 8'-6" minimum

2. OCCUPANCY INFORMATION

Occupants: Drama and dance performers, 15 seated max

Use Time: All day and evenings

3. USE

Education/ Curriculum Goals:

- Support space for stage

Activity Description:

- Make-up room for productions

Simultaneous Uses:

- Doubles as green room for stage performers

4. ADJACENCIES

- Back stage

5. SIGNAGE

- Make-up Room

6. FINISHES

Floors: Sheet vinyl w/coved base

Walls: GWB w/plam wainscot

Ceiling: Acoustic tile

7. UTILITY REQUIREMENTS

- Electrical outlets around perimeter
- Drinking fountain

8. EQUIPMENT REQUIREMENTS

- Make-up: Desk height counter around perimeter
- Mirrors along counters, LED lighting above mirrors
- Drawers underneath counters
- Costume racks
- One wall w/full height mirrors

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Lockable storage cabinets along one wall
- Chairs in make-up room

10. ENVIRONMENTAL REQUIREMENTS

- Acoustic privacy

11. SPECIALTY REQUIREMENTS



Franklin Pierce School District Performing Arts Center

SPACE NAME: Dressing Room (1 each Male/Female)

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 200 SF minimum each

Ceiling Height: 8'-6" minimum

2. OCCUPANCY INFORMATION

Occupants: Drama and dance performers, 6 occupants each max

Use Time: All day and evenings

3. USE

Education/ Curriculum Goals:

- Support space for stage

Activity Description:

- Changing area and restrooms for performers back stage

Simultaneous Uses:

4. ADJACENCIES

- Back stage

5. SIGNAGE

- Men's Restroom (ADA Accessible Symbol)
- Women's Restroom (ADA Accessible Symbol)

6. FINISHES

Floors: Sheet vinyl w/coved base

Walls: GWB w/plam wainscot

Ceiling: Acoustic tile

7. UTILITY REQUIREMENTS

- Electrical outlets around perimeter
- Provide a toilet with sink and typical accessories

8. EQUIPMENT REQUIREMENTS

- Dressing: Toilet; vanity; bench seating; costume racks
- One wall of lockers for personal storage (24 half lockers)
- Make-up: Desk height counter around perimeter with continuous power strip
- Mirrors along counters, LED lighting above mirrors
- Drawers underneath make-up counters

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Lockable storage cabinets along one wall
- Chairs in make-up room

10. ENVIRONMENTAL REQUIREMENTS

- Acoustic privacy

11. SPECIALTY REQUIREMENTS



Franklin Pierce School District Performing Arts Center

SPACE NAME: Prop & Set Storage

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 200 SF

Ceiling Height: 20' minimum

2. OCCUPANCY INFORMATION

Occupants: 2 persons max

Use Time: All day and evenings

3. USE

Education/ Curriculum Goals:

- Support space for stage

Activity Description:

- Storage of props and sets

Simultaneous Uses:

4. ADJACENCIES

- Stage

5. SIGNAGE

- Storage

6. FINISHES

Floors: Sealed concrete

Walls: GWB w/hardboard wainscot to 8' height

Ceiling: Exposed structure- painted

7. UTILITY REQUIREMENTS

- Electrical outlets 120v/240v

8. EQUIPMENT REQUIREMENTS

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Prop closet with shelving to 12' height
- Lockable set storage
- Storage lockers for costumes to line hallway between Stage from Black Box
- "On Deck" storage cabinets for costumes and props needed for the upcoming production

10. ENVIRONMENTAL REQUIREMENTS

- Utility lighting in Storage room

11. SPECIALTY REQUIREMENTS

- Oversized stage access doors 8' wide x 12' height minimum



Franklin Pierce School District Performing Arts Center

SPACE NAME: Shop

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 500 SF

Ceiling Height: 20' minimum

2. OCCUPANCY INFORMATION

Occupants: Up to 15 students

Use Time: All day and evenings

3. USE

Education/ Curriculum Goals:

- Support space for Auditorium/stage

Activity Description:

- Props/sets production

Simultaneous Uses:

- Space to make/repair props and sets

4. ADJACENCIES

- Stage

5. SIGNAGE

- Shop

6. FINISHES

Floors: Sealed concrete

Walls: GWB w/hardboard wainscot to 8' height

Ceiling: Exposed structure- painted

7. UTILITY REQUIREMENTS

- Large utility sink w/hot & cold water
- Dust collection by means of portable vacuum
- Ample mechanical ventilation

8. EQUIPMENT REQUIREMENTS

- Hand tools
- Small power tools
- Portable carpenters table saw
- Counter top chop saw

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Several large work tables
- Storage along one wall to 12' height
- Storage lockers
- Locked cabinets for tools and paint

10. ENVIRONMENTAL REQUIREMENTS

- LED lighting

11. SPECIALTY REQUIREMENTS

- Exterior roll-up door 8' width x 12' height (standard prop size is 8'x 8')

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Custodial Room

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 60 SF

Ceiling Height: 8'-6" minimum

2. OCCUPANCY INFORMATION

Occupants: 1 person maximum

Use Time: Periodic use throughout the day

3. USE

Education/ Curriculum Goals:

- Support space for custodial staff

Activity Description:

- Storage of cleaning/maintenance materials
- Prep area for cleaning activities

Simultaneous Uses:

- No other use

4. ADJACENCIES

- Near public restrooms and lobby

5. SIGNAGE

- Custodian

6. FINISHES

Floors: Resilient flooring w/integral cove base

Walls: Painted GWB w/plastic laminate wainscot

Ceiling: GWB

7. UTILITY REQUIREMENTS

- Standard electrical/power requirements
- Plumbing as required for fixtures listed

8. EQUIPMENT REQUIREMENTS

- 1 mop sink with 3" lip or edge flush with floor
- Wall mounted mop hold over mop sink
- Sink for washing hands
- Wall mounted broom and dust pan holder by door

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

- Full height storage with adjustable shelving
- Soap & paper towel dispenser

10. ENVIRONMENTAL REQUIREMENTS

- Daylighting is not required

11. SPECIALTY REQUIREMENTS

- None

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Mechanical Room

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 600 SF

Ceiling Height: 10' to 12'-0" minimum

2. OCCUPANCY INFORMATION

Occupants: 2-3 maintenance staff at a time
*Size depending on equipment requirements

Use Time: Periodic use throughout the day

3. USE

Education/ Curriculum Goals:

- Support spaces for building systems

Activity Description:

- Space for mechanical/electrical equipment supporting PAC

Simultaneous Uses:

- No other use

4. ADJACENCIES

- Locate for cost effective system distribution

5. SIGNAGE

- Mechanical Room

6. FINISHES

Floors: Sealed concrete

Walls: Painted GWB w/plywood wainscot to 8'-0" minimum- painted

Ceiling: Open to structure (no ceiling required)

7. UTILITY REQUIREMENTS

- Standard electrical/power requirements
- Provide plumbing/electrical per equipment requirements
- Main fire sprinkler riser location

8. EQUIPMENT REQUIREMENTS

- Verify with mechanical engineer
- Hoist beam to mezzanine level
- Access to roof via hatches with fall protection as required on roof

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

10. ENVIRONMENTAL REQUIREMENTS

- Daylighting is not required
- Natural ventilation is desirable
- The space should be able to be thermally controlled separate from other spaces
- This space should be acoustically separated from other spaces within the building

11. SPECIALTY REQUIREMENTS

- Separate space from electrical room

*TBD = To Be Determined



Franklin Pierce School District Performing Arts Center

SPACE NAME: Electrical Room

DEPARTMENT/ FUNCTIONAL AREA: Performing Arts Center

1. SPACE REQUIREMENTS

Net Area: 150 SF

Ceiling Height: 10' to 12'-0" minimum

2. OCCUPANCY INFORMATION

Occupants: 2-3 maintenance staff at a time

Use Time: Periodic use throughout the day

3. USE

Education/ Curriculum Goals:

- Support spaces for building systems

Activity Description:

- Space for building mechanical/electrical equipment supporting PAC

Simultaneous Uses:

- No other use

4. ADJACENCIES

- Locate for cost effective system distribution

5. SIGNAGE

- Electrical Room

6. FINISHES

Floors: Sealed concrete

Walls: Painted GWB w/plywood wainscot to 8'-0" minimum- painted

Ceiling: Open to structure (no ceiling required)

7. UTILITY REQUIREMENTS

- Standard electrical/power requirements
- Provide electrical per equipment requirements

8. EQUIPMENT REQUIREMENTS

- Verify with electrical engineer

9. STORAGE/ CASEWORK/ FURNITURE REQUIREMENTS

10. ENVIRONMENTAL REQUIREMENTS

- Daylighting is not required
- Natural ventilation is desirable
- The space should be able to be thermally controlled separate from other spaces
- This space should be acoustically separated from other spaces within the building

11. SPECIALTY REQUIREMENTS

- Separate space from mechanical room



Franklin Pierce School District Performing Arts Center

SPACE NAME: Band Needs Relative to New PAC

- Consider a bit of space behind audience for antiphonal spacing of players (band surrounding audience), but only if it has minimal impact on the number of seats in the auditorium.
- Ease of access to the orchestra pit, particularly with regard to the transportation/placement of larger instruments (e.g. timpani, marimba)
- Ease of access to stage from band rehearsal space
 - Width of doors to accommodate easy movement of larger instruments
- Projector and screen
- Depth of stage should accommodate at minimum (4) curved rows of chairs/stands in addition to percussion in back and director podium/stand in front
- Inclusion of mobile solo microphones (need lockable storage space for these- hand held mics and boom mics)
- Potential for inclusion of jazz risers (not a critical concern)
- Acoustical shell needs fly component: "cloud" or "lid"
- Video monitoring throughout (security and performance convenience/coordination)
- Consider PAC chairs for performers. If so: musician chairs are preferred (same with stands)
- Potential for rehearsal/storage space for Color Guard/Winter Guard
- Consider pros and cons of large door openings on stage
 - Roll-up doors make more noise when they operate
 - Swinging doors require more clearance and consume precious space back stage
- Color Guard storage needs- see Multi-Use section for new PAC



Franklin Pierce School District Performing Arts Center

SPACE NAME: Choir Needs Relative to New PAC

- Create a "live" space with the flexibility to dampen acoustically
- Provide space along each side of audience and in the back of theater- allowing Choral performers to line the house for antiphonal performances
- Provide access to Stage from the audience
- Need (4)-step riser system for performances
 - Modular, forming a curve
 - Safety railing at top tier
 - Side steps
 - Accommodate up to 130 middle school students
 - Accommodate up to 200 elementary students
- It would be nice to have a storage space back stage for performance risers
- Need lockable equipment storage area
 - Ability to record performances in house
 - Voice mics
- Provide easy access to sound booth and/or open sound control table
- PAC should have storage space for its own music stands and chairs



Franklin Pierce School District Performing Arts Center

SPACE NAME: Multi-Use Capabilities of New PAC

· Potential users of new PAC (outside of normal school day) include:

- Dance studios
- Church groups
- Community theater
 - Currently (6) productions per year at Franklin Pierce High School
 - #1 revenue generator
- Guest speakers
- Art Commission gatherings
 - Film Festivals
- Daffodil Princess selections
- Color Guard practice
- Teacher Union meetings
- National Honor Society meetings
- Senior awards
- FFA awards
- Community talent shows
- New student orientations
- International Baccalaureate programs

· <EXISTING WASHINGTON HIGH SCHOOL PAC CAPACITY STATEMENT>

· Other miscellaneous needs:

- Need power and audio connections in Stage floor
 - Exact locations to be determined in later stages of design
- Need access to conduits and wiring. As technology evolves, plan for replacement of low voltage cabling
- As a minimum, provide video feed between Stage and Make-up/ Green Room.
- Plan multiple ports for projector:
 - Back of Stage
 - Control Booth
 - Back of House
 - Front of House
- Holding room separate of school classrooms is highly desirable
 - Issues with glitter left behind in classrooms
- Provide video feeds to Lobby so that "overflow guests" have an opportunity to view the performance
- Need storage space for Color Guard equipment:
 - Poles
 - Flags
 - Wooden rifles
 - Sabers
 - Costumes
 - 50 gallon drums



Franklin Pierce Schools

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RESOLUTION 21-R-12 **APPROVAL OF EDUCATION SPECIFICATIONS** **FPSD PERFORMING ARTS CENTER PROJECT**

WHEREAS, Franklin Pierce School District No. 402 (the "District"), Pierce County, Washington, has identified construction of a 500-seat Performing Arts Center as one of the projects to be accomplished under the 2016 Bond; and

WHEREAS, the District intends to apply for financial assistance for this project under the state's School Construction Assistance Program (SCAP); and

WHEREAS, Education Specifications have been prepared by Erickson McGovern Architects; and

WHEREAS, the Education Specifications have been reviewed by district representatives;

THEREFORE, BE IT RESOLVED that the Education Specifications for the Franklin Pierce School District Performing Arts Center project be approved.

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, June 15, 2021.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board

Engage Their Minds



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Sly Boskovich, Director of College and Career Readiness
DATE: June 15, 2021
SUBJECT: 2021-2022 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 2021-2022 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 2021-2022 Career and Technical Education courses as presented.

ACTION REQUIRED

Franklin Pierce School District CTE Courses 2021 - 2022

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
DIGITAL PHOTOGRAPHY BEGINNING	100201	High School	Skilled & Technical Science
PHOTOGRAPHY AND VIDEO	100201	Middle School	Skilled & Technical Science
TV PRODUCTION	100202	High 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
CHILD DEVELOPMENT	190706	High School	Family & Consumer Science
EARLY CHILDHOOD EDUCATION	190708	High School	Family & Consumer Science
MUSIC AND SOUND DESIGN	210198	Middle School	STEM

Franklin Pierce School District CTE Courses 2021 - 2022

Long Description	CIP Code	Delivery Method	Program Area
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 CULTURAL STUDIES: AN INTRODUCTION TO GLOBAL AWARENESS	280301	High School	Skilled & Technical Science
AFJROTC DRILL AND CEREMONIES	280301	High School	Skilled & Technical Science
AFJROTC EXPLORING SPACE, THE HIGH FRONTIER	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
FITNESS SPECIALIST	310507	High School	Health Science
CONSTRUCTION TRADES - 1st Year	460100	High School	Skilled & Technical Science
CONSTRUCTION TRADES - 2nd Year	460100	High School	Skilled & Technical Science
DIGITAL PHOTOGRAPHY ADVANCED	500406	High School	Skilled & Technical Science
AP STUDIO ART	500499	High School	Skilled & Technical Science
POTTERY	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 / ENTREPRENEURSHIP	520703	High School	Business & Marketing

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.

Sly Boskovich, College & Career Readiness Director

Date

Advisory Committee Chair

Date

Franklin Pierce School District CTE Courses 2021 - 2022

Cole Roberts, FPS Board President	Date
-----------------------------------	------

Lance Goodpaster, FPS Superintendent	Date
--------------------------------------	------



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 15, 2021
SUBJECT: 2021-2022 Non-Represented Professional Technical Salary Schedule

BACKGROUND INFORMATION

The Franklin Pierce non-represented prof-tech salary schedule has been revised to reflect a 4.0% increase to all positions. This increase includes a delayed 2.0% IPD (implicit price deflator) increase from 2020-2021 and a 2.0% IPD increase for 2021-2022.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2022 Franklin Pierce non-represented professional technical salary schedule as presented.

ACTION REQUIRED

Schedule 58 - Non-Rep
Professional-Technical & Admin Support Personnel
2021-2022

Code	58-01	58-02	58-03	58-04		Code	58-23	58-24	58-25
	AP/Pay Tech Hr Exec Sec HR CredSpec BehaviorTech Basic	AP/Pay Tech Hr Exec Sec HR CredSpec BehaviorTech 45 credits + 0.25	AP/Pay Tech Hr Exec Sec HR CredSpec BehaviorTech AA/Cert +\$1.00	AP/Pay Tech Hr Exec Sec HR CredSpec BehaviorTech BA +1.50			Psych Intern <i>Ed Intern is (80%) of Psych Intern</i>	Drug-Free Comm Coord; Family Resource Coord	Trans Coord; Systems/Ops Specialist
Step						Step			
01	26.21	26.46	27.21	27.71		01	24.65	32.55	32.04
02	26.98	27.23	27.98	28.48		02	19.72	33.53	33.13
03	27.72	27.97	28.72	29.22		03		34.53	34.07
04	28.48	28.73	29.48	29.98		04		35.58	35.20
05	29.24	29.49	30.24	30.74		05		36.62	36.25
06	30.06	30.31	31.06	31.56		06		37.75	37.34
*10	30.56	30.81	31.56	32.06		*10		38.25	37.84
*15	31.06	31.31	32.06	32.56		*15		38.75	38.34
*20	31.56	31.81	32.56	33.06		*20		39.25	38.84
*25	32.06	32.31	33.06	33.56		*25		39.75	39.34

Code	58-26	58-27	58-28	58-29		Code	58-30	58-31	58-32	58-33
	Exec Mgr Class/Cert Mgr Pub. Engage Mgr Basic	Exec Mgr Class/Cert Mgr Pub. Engage Mgr 45 credits + 0.25	Exec Mgr Class/Cert Mgr Pub. Engage Mgr AA/Cert +\$1.00	Exec Mgr Class/Cert Mgr Pub. Engage Mgr BA +1.50			Exec Asst Supt	Exec Asst Supt	Exec Asst Supt	Exec Asst Supt
Step						Step	Basic	45 Credits + 0.25	AA +\$1.00	BS +1.50
01	38.50	38.75	39.50	40.00		01	40.16	40.41	41.16	41.66
02	39.92	40.17	40.92	41.42		02	41.55	41.80	42.55	43.05
03	41.07	41.32	42.07	42.57		03	42.73	42.98	43.73	44.23
04	42.35	42.60	43.35	43.85		04	44.01	44.26	45.01	45.51
05	43.58	43.83	44.58	45.08		05	45.33	45.58	46.33	46.83
06	44.43	44.68	45.43	45.93		06	46.70	46.95	47.70	48.20
*10	44.93	45.18	45.93	46.43		*10	47.20	47.45	48.20	48.70
*15	45.43	45.68	46.43	46.93		*15	47.70	47.95	48.70	49.20
*20	45.93	46.18	46.93	47.43		*20	48.20	48.45	49.20	49.70
*25	46.43	46.68	47.43	47.93		*25	48.70	48.95	49.70	50.20

	58-34	58-35	58-36	58-38	58-39
Code	JROTC***	Recreation Manager	Payroll Coord	Ntwrk Sys Admin	IT Cust Spp Mgr
		SPED RN	Purchasing Manager	IT Spec Trainer	Ntwk Info Mrg
Step		Student Health Svcs Nurse			Cntrct/Prch Manager
01	56409.00	68010.00	83582.00	85937.00	110646.00
02	57982.00	69763.00	88949.00	91456.00	114265.00
03	59602.00	71518.00	94319.00	96977.00	117883.00
04	61274.00	73664.00	99686.00	102495.00	121502.00
05	63108.00	75874.00	102674.00	105567.00	125144.00
06	65005.00	78150.00	105756.00	108736.00	129273.00
*10	65841.00	79190.00	106796.00	109776.00	130313.00
*15	66677.00	80230.00	107836.00	110816.00	131353.00
*20	67513.00	81270.00	108876.00	111856.00	132393.00
*25	68349.00	82310.00	109916.00	112896.00	133433.00

Salaried Positions are **OVERTIME EXEMPT**

** Salary will not be less than Air Force required MIP.

MA degree = increase of \$2.00

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

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

4% over 2020-21; includes IPD
Board Approved:



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 15, 2021
SUBJECT: 2021-2022 Non-Represented Administrators Salary Schedule

BACKGROUND INFORMATION

The Franklin Pierce non-represented administrator salary schedule has been revised to reflect a 4.0% increase to all positions. This increase includes a delayed 2.0% IPD increase from 2020-2021 and a 2.0% IPD increase for 2021-2022.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2022 Franklin Pierce non-represented administrator salary schedule as presented.

ACTION REQUIRED

Schedule 66 - Administration

Administrators

July 1, 2021 - June 30, 2022

	Column 01	Column 02	Column 03	Column 04	Column 05
Step	Supervisors Family Engag Coord Health/Wellness Coord 260 Days	Assistant Director 260 Days	Director 260 Days	Executive Director Chief Tech Director 260 Days	Assistant Superintendent 260 Days
01	95,055	108,385	119,429	143,180	160,469
02	97,995	111,932	123,337	147,135	164,914
03	101,029	115,475	127,242	151,089	169,355
04	104,149	119,021	131,150	155,042	173,796
05	107,372	122,590	135,084	159,591	178,910
06	110,692	126,638	139,540	164,059	183,920

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

4% over 2020-21; includes IPD
 Board Approved Date:



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 15, 2021
SUBJECT: 2021-2022 Association of Franklin Pierce Principals Salary Schedule

BACKGROUND INFORMATION

The Association of Franklin Pierce Principals salary schedule has been revised to reflect a 4.0% increase to all Assistant Principal positions and a 5.0% increase to all Principal positions. This increase includes a delayed 2.0% IPD increase from 2020-2021 and a 2.0% IPD increase for 2021-2022. Principal positions received an additional 1% to keep those salaries competitive with other local and comparative districts.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2022 Association of Franklin Pierce Principals salary schedule as presented.

ACTION REQUIRED

Schedule 03 - Administration

Principals

July 1, 2021 - June 30, 2022

	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	118,893	126,205	129,592	133,744	139,039	143,766
02	121,414	127,618	132,376	136,558	141,960	146,575
03	123,929	130,403	135,159	139,364	144,886	149,387
04	126,448	133,184	137,944	142,173	147,806	152,194
05	128,967	135,967	140,703	144,985	150,726	155,237
06	132,074	139,100	144,080	148,450	154,222	158,963

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

4.0% over 2020-21 per CBA for Asst Prin; includes IPD

5.0% over 2020-21 per CBA for Principals; includes IPD



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MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: June 15, 2021
SUBJECT: Out-of-Endorsement Assignments

BACKGROUND INFORMATION

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

Kimberly Jackson	Currently a roving district substitute endorsed in Physical Education and Psychology, she will teach courses that require an endorsement in English Language Arts.
Pamela Kruse	Currently a roving district substitute endorsed in Special Ed, Elementary Ed, and Psychology, she will teach courses that require an endorsement in Physical Education.
Alyson McKenzie-Babler	Currently endorsed in English Primary, she will teach a course that requires her to be endorsement as English Language Learner.

As required by law, the district will provide planning and study time for these teachers. During the 2020-2021 school year, these teachers will either earn the additional endorsement or be reassigned the following school year to teach courses that match their endorsement.

RECOMMENDATION

I move that the Board of Directors approve the assignment of Kimberly Jackson to teach English Language Arts at Keithley Middle School, Pamela Kruse to teach Physical Education at Keithley Middle School, and Alyson McKenzie-Babler to teach English Proficiency Development at Washington High School.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: June 15, 2021
SUBJECT: Memorandum of Understanding with Bethel School District and Acceleration Academies

BACKGROUND INFORMATION

This memorandum sets the cooperative terms and understanding between Bethel School District, Acceleration Academies, LLC and our school district through August 31, 2022. The Bethel Acceleration Academy (BAA) program provides educational supports and services to certain students who have disrupted their education before earning a high school diploma. The BAA program provides FP reengagement programming that is not available within our district high schools.

RECOMMENDATION

I move that the Board of Directors approve the Memorandum of Understanding with Bethel School District and Acceleration Academies, LLC.

ACTION REQUIRED

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING BETWEEN:

- I. **FRANKLIN PIERCE SCHOOL DISTRICT,**
- II. **BETHEL SCHOOL DISTRICT**
- III. **ACCELERATION ACADEMIES, LLC**

This Memorandum of Understanding (MOU) sets the terms and understanding between Franklin Pierce School District, 315 129th South Street, Tacoma, WA 98444, Bethel School District, 516 176th St E, Spanaway, WA 98387 and Acceleration Academies, LLC ("Agency") to work together to enable Bethel Acceleration Academy ("Program") to provide its educational supports and services to certain students of the District who have disrupted their education before achieving a high school diploma. The following Memorandum of Understanding (MOU) sets forth the general terms and conditions intended.

It shall be the purpose of this Memorandum of Understanding to:

1. Support the statewide dropout reengagement system as defined in RCW 28A.175.100 and WAC 392-700.
2. Enable the Franklin Pierce School District to:
 - a. Enroll their eligible students in the Program, regardless of the Pierce County, Washington geographical locations in which Program sites are situated.
 - b. Maintain records that enable State funding for each student to be attributed to the Bethel School District to which the eligible student is being transferred.

Enrollment

1. A student will be considered fully enrolled when he/she:
 - a) Has been withdrawn from their last high school and released from the Franklin Pierce School District
 - b) Has been approved for non-resident attendance by the Bethel School District
 - c) Has been enrolled by the Program.
2. The Bethel School District reserves the right to rescind a non-resident attendance approval in the event the student is not profiting from the placement or if the circumstances under which the approval was granted have changed significantly. In the event that non-residential attendance approval is rescinded, the Program will notify the sending district.
3. Once determined eligible for reengagement programming, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:
 - a) Earns a high school diploma. NOTE: Students who earn their General Educational Development (GED) retain their eligibility and may continue to participate in the Program.
 - b) Earns an Associate Degree.
 - c) Becomes ineligible because he/she has turned age twenty-one (21) on or before September 1 of a new school year.

Duration

This MOU shall become effective upon signature by the authorized officials from the (list partners) and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from (list partners) this MOU shall end on August 31, 2022.

Contact Information

- **Franklin Pierce District Program Administrator** (print name): _____

Signature

Date:

- **Bethel District Program Administrator** (print name): _____

Signature

Date:

- **Agency Program Administrator** (print name): _____

Signature

Date:



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: June 15, 2021
SUBJECT: Agreement with Pierce County for KMS CHAMPS After School Program

BACKGROUND INFORMATION

Keithley Middle School has been awarded a Violence Prevention Grant sponsored by the Pierce County Health Department in the amount of \$67,527.00 to implement the CHAMPS (Cultivating High Aspirations and Molding Post-Secondary Success) After School Program. The funding supports unincorporated Pierce County youth served by the CHAMPS program, an afterschool and summer program that provides students with academic support, positive peer and adult interactions, enrichment opportunities, and a safe space where all students are welcome. The grant funds expenditures made between January 1, 2021, and December 31, 2021, and will cover (1) salaries & wages and/or benefits for time and effort on the funded program (after school program manager, after school program assistant and summer staff), as well as (2) program enrichments (guest speakers and field trips).

RECOMMENDATION

I move that the Board of Directors approve contract # SC-108305 with Pierce County Human Services for the PG Keithley Middle School CHAMPS After School Program.

ACTION REQUIRED

Exhibit B

Scope of Work

The Contractor agrees to provide to the County youth violence prevention services and any materials set forth in this section during the Agreement period. No material, labor, or facilities will be furnished by the County, unless otherwise provided for in the Agreement.

1. SCOPE

To accomplish the intent of this Agreement for violence prevention services, the Contractor shall plan, administer, and implement the PG Keithley Middle School CHAMPS (Cultivating High Aspirations and Molding Post-Secondary Success) After School Program as outlined in their application for funding. Funding is to support unincorporated Pierce County youth served by the Contractor's program that is an afterschool and summer program that provides students with academic support, positive peer and adult interactions, enrichment opportunities, and a safe space where all students are welcome. Funding will be used for costs as described in Exhibit C of this agreement.

2. EVIDENCE OF CONTRACT COMPLIANCE

- A. Quarterly Milestones (Expected unduplicated clients from unincorporated Pierce County to be served by quarter):

Quarterly Milestones	1st Quarter Jan-Mar	2nd Quarter Apr-Jun	3rd Quarter Jul-Sep	4th Quarter Oct-Dec	Total for 2021
Number of unduplicated persons assisted	100	50	20	71	241

- B. Units of Service: The Contractor agrees to report on the following units of service by quarter:

Units of Service (Duplicated)	1st Quarter Jan-Mar	2nd Quarter Apr-Jun	3rd Quarter Jul-Sep	4th Quarter Oct-Dec	Total for 2021
Student Contacts	1,150	2,200	1,590	2,280	7,220

Definition of Units of Service above:

- Student Contacts are the number of daily program contacts virtually or in person to provide program services and student/family support.

- C. Performance Measure: Outcomes are listed below as goals for a positive shift in a client's condition, and indicators are tracked for success or achievement of these outcomes. The outcomes and their indicators are as follows:

Outcome to be reported: Increased protective factors for prosocial behavior

Measurable Indicators:

A) Survey Results

B) Students not skipping school/School Attendance

3. PROJECT IMPLEMENTATION AND PROGRESS

Failure to lawfully plan, administer, and implement the project or to demonstrate substantial progress within ninety (90) days of the effective date of this Agreement shall cause the County to re-evaluate the need for, and methods of the project. The result of such re-evaluation may necessitate restructuring of the scope, redefinition of milestones and/or units of service or termination of the Agreement for lack of need, ineffective or improper use of funds, and/or failure to implement the project in a timely and reasonable manner.

4. REPORTING

A quarterly status report, listing progress on quarterly milestones and units of service achieved, status of the project, pertinent events and other items of interest occurring in the reporting period shall be submitted within ten (10) calendar days following the end of the calendar quarter except that the final quarterly report will be due with the December reimbursement request as noted in Exhibit C. Section 2. Financial Requirements – Reimbursements, paragraph E. The format of the quarterly report shall be specified by the County.

The Contractor will be provided the Pierce County Outcome Report form for this Agreement. The form is for reporting Performance Measures as agreed to for the period of January 1 – December 31st and will be submitted no later than thirty (30) days following the end of Contractor's contract period. The Performance Measures records should be maintained for a minimum of six (6) years after the term of the Agreement.

5. MONITORING/ASSESSMENT PROCEDURES

- A. The County will conduct annual monitoring and performance assessments of all services provided under this Agreement, in the manner and at reasonable times, with reasonable notice, as the County considers appropriate.
- B. Monitoring and assessment activities include, but are not limited to, review of service and financial reports, including all books, records, documents, and other data, facilities, activities, and on-site visits by County staff or their designee, state, or federal representatives.
- C. Unless the County elects to terminate this Agreement for cause, when findings from monitoring efforts or audits show that there are apparent violations of the terms or conditions of this Agreement, the Contractor and the County shall negotiate a mutually agreeable plan of action to address the identified problem. If the parties are unable to come to agreement, the Contractor may file a complaint, as specified in this Agreement.

6. COUNTY RESPONSIBILITIES

- A. Provide administrative and financial oversight and direction in accordance with established laws and regulations;
- B. Monitor and evaluate program performance against performance criteria noted in Section II, below;
- C. Pay, on a timely basis, all requests for payment which are eligible and appropriate for payment and which are supported by sufficient documentation.

Exhibit C

Compensation and Financial Requirements

1. COMPENSATION

- A. The maximum consideration for the initial term of this Agreement or for any renewal term shall not exceed **sixty-seven thousand five hundred twenty-seven and 00/100 dollars (\$67,527.00).**

Budget Summary								
VIOLENCE PREVENTION BUDGET FY 2021: FRANKLIN PIERCE SCHOOL DISTRICT 402 PG KEITHLEY MIDDLE SCHOOL-CHAMPS AFTER SCHOOL PROGRAM								
	PUBLIC FUNDS						IN-KIND	
Descriptions	2021 COUNTY VP FUNDS	CITY/ TOWN	COUNTY GENERAL FUNDS	OTHER (Identify Here)	PROGRAM INCOME	FUND RAISING/ DONATIONS	Goods/ Services/ Volunteers	Project Total
Salaries, Wages & Personnel Benefits*	\$45,000	\$0	\$0	\$0	\$0	\$0	\$0	\$45,000
Office & Operating Supplies	\$7,527	\$0	\$0	\$0	\$0	\$0	\$0	\$7,527
Small Tools & Minor Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Professional Services	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
Communications	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Travel/Training	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Advertising	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Public Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Miscellaneous (provide explanation)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Machinery & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (provide explanation)	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
GRAND TOTAL	\$67,527	\$0	\$0	\$0	\$0	\$0	\$0	\$67,527
Explanation of Professional Services, Miscellaneous or Other charges to VP award: Professional services will be guest speakers and curriculum leads.								
Specify the staff positions that will be paid from the VP funds Salaries & Wages and/or Benefits for time and effort on the funded program: After School Program Manager, After School Program Assistant and Summer Staff.								

- B. Compensation under this contract may change at any time dependent upon fund sources. Should a change in fund source become necessary, in lieu of a formal amendment, the County shall issue written notice to the Contractor. The Contractor shall keep a copy of the notice on file with the contract as the record of change.

2. FINANCIAL REQUIREMENTS - REIMBURSEMENTS

Reimbursement requests from the Contractor for services rendered under this agreement shall comply with the following minimum requirements:

- A. Reimbursement requests will not be approved unless Contractor submits timely performance reports and all information necessary to demonstrate compliance with regulations, eligibility, goals, and objectives.
- B. Request for payment by the Contractor shall include only the request for payment or reimbursement of cost actually incurred per the approved budget and supported by documentation. All reimbursement requests must be accompanied by copies of substantiating receipts, pay stubs, invoices or other proof of incurred costs and must be signed by a signature authority designee(s). A signature authority designee(s) form must be on file prior to the first contract payment request submission of the contract period. All backup documentation and a signed copy of the contract payment request are to be submitted electronically to PCCCCDInv@piercecountywa.gov with organization name and service period in the subject line of the Email. Instructions and forms for electronic submissions will be forwarded to the Contractor upon execution of this agreement.
- C. The Contractor is prohibited from submitting request for payment in excess of actual requirements for carrying out the project.
- D. Subject to the terms and conditions of this Agreement, the Contractor shall submit a Contract Payment Request Form on a monthly basis within twenty-one (21) calendar days following the month in which the Contractor has incurred expenditures for services and costs as outlined in this Agreement. The amount requested must be supported by actual costs incurred and paid for by the contractor/vendor. The County shall issue payment no later than twenty-five (25) calendar days after the receipt of complete and accurate billing information as determined by the County. The submission of incomplete or inaccurate billing information may delay the reimbursement process and shall not be considered a breach of contract.
- E. Due to County fiscal year and contract close out requirements, the Contractor shall submit the final Contract Payment Request for the month of December and the final billing for the contract based on a schedule determined by the County. The County will provide timely year end and final invoice instructions via a formal letter or an e-mail. Failure to follow the year end and final invoice instructions may result in a delayed payment or non-payment for the given month.
- F. Exceptions to these procedures must be requested in writing and agreed upon between the parties.

3. USE OF FUNDS

It is expressly understood that Agreement funds may only be used for expenses, items, activities and costs which are included in the attached Budget. County funds shall not be obligated for:

- A. Costs incurred prior to the date the Agreement becomes effective unless specifically authorized;
or

- B. Costs found to be ineligible or inappropriate pursuant to applicable laws and/or regulations.

4. CHANGES AND MODIFICATIONS

- A. Either party may amend this agreement per the requirements of Section 5.A. Amendments of this Agreement. A formal written and approved contract amendment for major changes is required. Major changes are those: that impact the scope of work beyond minor budget and/or service adjustments that: increase or decrease the contract amount, add new line items to the approved Budget Summary, extend the time of performance, or make other regulatory changes. Proposed amendments must be submitted in writing (letter or email) by the Subrecipient, including an explanation for the requested change. If approved, an amendment will be processed for signature by both parties. Once the Subrecipient receives the fully executed amendment, billings may be submitted using the amended Budget Summary.
- B. Minor budget and/or service adjustments include:
 - 1. An increase to one (1) or more line item(s) not exceeding ten percent (10%) of the existing line item in Budget Summary (Exhibit C), is allowed with a corresponding decrease in another line item(s). Such a transfer may not increase the total contract amount. The request and approval of such transfers may be communicated via email.
 - 2. A written letter of agreement may be used to communicate minor changes that exceed ten percent (10%). Minor changes include line item adjustments to the contract budget or modifications to the day to day operating structure for services provided they do not impact the total contract amount. The letter of agreement must be signed by County Staff and the authorized signer of the agreement.

5. REFUNDS

The Contractor shall refund to the County any payment or partial payment expended by the Contractor or its Subcontractors which is subsequently found to be ineligible, inappropriate, or illegal. Further, the Contractor shall refund to the County any funds remaining at the end of the period of performance.

6. MULTIPLE SOURCE FUNDING

Projects funded by multiple sources, or from multiple funding years shall have relationships and procedures between funding sources clearly documented in the Budget.



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: June 15, 2021
SUBJECT: Policy 3241: Student Discipline & Policy 3200: Rights and Responsibilities

BACKGROUND INFORMATION

Board Policy 3241: Student Discipline is being updated to incorporate elements from Policy 3200 – Rights and Responsibilities, which will be retired with the adoption of revised Policy 3241. The integration of these previously separate but interrelated policies clarifies provisions of the law that task school districts with ensuring written procedures are developed for administering discipline at each school within the district.

Recent changes to discipline laws eliminate the legal foundation for zero-tolerance discipline policies that contribute to racial disparities and established a legal framework for districts to implement proactive, instructional, and restorative approaches to behavior. The policy revisions will aid in ensuring equity in the administration of student discipline.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

STUDENT DISCIPLINE

Introduction / Philosophy / Purpose

The Board of the Franklin Pierce School District focuses on the educational achievement of each and every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations. ~~Discipline is not necessarily punitive, but can take, including exclusionary as well as~~ positive and supportive forms. ~~Data show of discipline. The Board intends that this policy and procedure be implemented in a supportive response to behavioral violation is more effective manner that supports positive school climate, maximizes instructional time,~~ and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community ~~and striving in decisions related to understand and be responsive to cultural context~~the development and implementation of discipline policies and procedures
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need ~~during suspension and expulsion to complete their education without disruption~~
- Facilitating collaboration between school personnel, students, ~~and~~ parents, and ~~thereby supporting families to support~~ successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- ~~Providing~~Implementing culturally responsive discipline that provides every student ~~with~~ the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

Rights and Responsibilities / District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction

The district will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;

2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

~~The Superintendent shall establish and make available rules of student conduct~~This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of ~~the district's rules of student conduct~~and comply with this policy and procedure, including ~~behavior standards~~behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

~~Minimizing Exclusion, Engaging with Families, and Supporting Students~~

~~Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.~~

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.~~

~~As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to~~

~~develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.~~

Staff Authority

~~District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The superintendent has general authority to administer discipline, including all exclusionary discipline. The superintendent will identify other staff members to whom the superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.~~

Ensuring Fairness, Providing Notice, and an Opportunity for a Hearing

~~When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.~~

~~The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.~~

Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations ~~that led to them~~, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will ~~periodically~~ collect ~~and review~~ data on disciplinary actions ~~taken against students administered~~ in each school. The data will be disaggregated into subgroups, as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will

~~include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invitedevelop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community to participate in the data. Each school will:~~

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the assistant superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

~~The district will periodically review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update and further develop~~ this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity regardingin the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The district will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The district will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The district will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an action plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of Policies and Procedures

The district will make ~~its discipline policies and procedures~~the current version of this policy and procedure available to families and the community. The district will annually provide ~~its discipline policies~~this policy and ~~procedures~~procedure to all district personnel, students, ~~and parents, and families~~, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. ~~The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.~~

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Legal References: ~~RCW 9A.16.100 — Use of force on children — Policy — Actions presumed unreasonable~~

RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW Chapter 28A.320, RCW RCW 28A.400.100	Compulsory school attendance and admission Provisions applicable to all districts Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — classes to improve classroom management skills
Chapter 28A.600, RCW	Students
WAC 392-190-048 Chapter 392-400, WAC	Access to course offerings — Student discipline Pupils
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
42 USC 2000d et seq.	Civil Rights Act of 1964

Adoption Date: 8/22/95

Franklin Pierce Schools

Revised: 10/10/95; 11/18/08; 8/17/10; 8/26/14; 2/10/15; 5/12/15; 9/12/17; 6/18/19; 7/06/21

Classification: Essential

RIGHTS AND RESPONSIBILITIES

Each year, the superintendent will develop handbooks pertaining to student rights, conduct, and discipline and make the handbooks available to all students, their parents, and staff. The superintendent will develop such handbooks with the participation of parents and the community.

The school principal and certificated building staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop precise definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. The definitions will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teachers and other classroom staff can generally address and those problem behaviors that are so severe that an administrator needs to be involved. This work will also help district staff identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias.

They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools shall comply with the written policies, rules, and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of staff of the schools, subject to such discipline, including other forms of discipline as the school officials will determine.

Legal References:	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — classes to improve classroom management skills
	RCW 28A.405.060	Course of study and regulations — Enforcement — Withholding salary warrant for failure
	RCW 28A.600.010	Enforcement of rules of conduct — Due process guarantees — Computation of days for short-term and long-term suspensions
	RCW 28A.600.020	Exclusion of student from classrooms — Written disciplinary procedures — Long term suspension or expulsion
	RCW 28A.600.040	Pupils to comply with rules and regulations
	Chapter 392-168 WAC	Citizen complaint procedure for certain categorical federal programs



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Dr. Annette Burnett, Director of Teaching and Learning
DATE: June 15, 2021
SUBJECT: Procedure 2409P: Credit for Competency / Proficiency

BACKGROUND INFORMATION

The Board Procedure 2409P: Credit for Competency / Proficiency revisions are due to the change in credits required for graduation. Physical Education can no longer be waived and replaced with alternate credits. Physical Education credits must be documented on the transcript as they are a part of the Core 17 credits required for graduation. With this in mind, we have created an avenue for students to meet up to 1.0 physical education credit via proficiency assessments.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

CREDIT FOR COMPETENCY / PROFICIENCY

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

A. World Languages

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

Demonstrating Proficiency in a World Language

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

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

Determining Competency and Credit Equivalencies

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

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

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

Offering Testing Opportunities

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

Paying for Assessments

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

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

Informed Consent

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

Reporting Results

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

B. Washington State Assessments and State-Approved Alternatives

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

Student tested Spring 2018 and beyond:

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

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

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

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

Students tested Fall 2017 and prior:

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

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

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

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

C. Physical Education

Demonstrating Proficiency in Physical Education

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

1. First 0.5 PE credit

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

2. Second 0.5 PE credit

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



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: June 15, 2021
SUBJECT: Procedure 3241P: Student Discipline
Form 3241 F1: Franklin Pierce Discipline Matrix
Form 3241 F2: Franklin Pierce Continuum of Discipline Responses

BACKGROUND INFORMATION

Board Procedure 3241P: Student Discipline is being updated to provide a framework to implement proactive, instructional, and restorative approaches to behavior. Revisions are intended to support implementation of provisions under WAC 392-400-110.

New Form 3241 F1 – Franklin Pierce Discipline Matrix provides an example of clearly defined behavioral violations and information about related school referrals and protocols.

New Form 3241 F2 – Franklin Pierce Continuum of Discipline Responses, which corresponds with the discipline matrix, provides an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels.

RECOMMENDATION

None.

ACTION REQUIRED

None. This procedure and forms are being presented as information only.

STUDENT DISCIPLINE

Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of ~~all~~the student disciplinary ~~policies~~policy and procedures, the following definitions will apply:

Behavioral violation means a student's behavior that violates the district's discipline policies.

Best practices and strategies refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.

Classroom exclusion means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

- (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.

Culturally responsive has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Discipline means any action taken by a school district in response to behavioral violations.

Disruption of the educational process means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

Emergency expulsion means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.

Expulsion means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.

Length of an academic term means the total number of school days in a single trimester or semester, as defined by the Board of Directors.

Other forms of discipline means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

Parent has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A-05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

School Board means the governing board of directors of the local school district.

School business day means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent's office for the calendar day.

School day means any day or partial day that students are in attendance at school for instructional purposes.

Suspension means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Short-term suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The district ~~must~~will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, ~~the district must~~school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. ~~Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.~~

The district ~~must~~will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with ~~Other Forms of Discipline~~Best Practices and Strategies

The district will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>. Each district school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The district will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the district will implement best practices and strategies consistent with this policy and procedure and the district's system of interventions and supports. In accordance with WAC 392-400-110(1)(e), the district has identified the continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations as outlined in Form 3241 F2 – Franklin Pierce Continuum of Discipline Responses.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each district school will review the identified best practices and strategies as well as building discipline

standards. The district will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, ~~staff members~~school personnel must first attempt one or more ~~other forms of discipline~~best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, ~~the district's~~school personnel must first consider ~~other forms of discipline~~one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the district has developed definitions for the following behavioral violations, which clearly state the ~~The~~types of behaviors for which ~~the staff members may use discipline—~~including other forms of discipline ~~include any violation of the rules of conduct, as developed annually by the superintendent., classroom exclusion, suspension, and expulsion—may be administered. These best practices and strategies are identified in Form 3241 F1 – Franklin Pierce Discipline Matrix.~~

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In ~~connection with the rules of conduct~~addition to these district definitions, school principals ~~and will confer with certificated building staff will confer employees~~ at least annually to develop ~~precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See policy 3200 — Rights and Responsibilities.)~~ The purpose of developing definitions and consensus on manifestation of a problem behavior is to ~~and/or review building discipline standards as stated in the Board policy. This development of building standards will also address the differences in perception~~perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:~~
~~<http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>.~~

~~The district has identified the following for use as other forms of discipline:~~

- ~~• behavior monitoring,~~
- ~~• mentoring,~~
- ~~• peer mediation,~~
- ~~• social skills instruction,~~
- ~~• de-escalation, and~~
- ~~• restorative justice practices.~~

~~Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

~~Additionally, staff may use after-school detention as another form of discipline for not more than one-hundred eighty (180) minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.~~

~~Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

~~Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.~~

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The superintendent has general authority to administer discipline, including all exclusionary discipline. ~~If the district wants other staff members to have exclusionary discipline authority, the procedure must identify by title.~~ The superintendent designates disciplinary authority to impose in-school suspension, short-term suspension, long-term suspension, expulsion, and emergency expulsion to school principals, school assistant principals, and the assistant superintendent.

Exclusions from transportation or extra-curricular activities and detention

The superintendent authorizes school principals, the director of transportation and the assistant superintendent to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 – Students Experiencing Homelessness: Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than one-hundred eighty (180) minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding

the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom Exclusions

After attempting at least one other form of discipline, as set forth ~~above~~ in this procedure, teachers have statutory authority to ~~impose classroom exclusion. Classroom exclusion means the exclusion of~~ exclude a student from the ~~teacher's~~ classroom or instructional ~~or~~ activity area ~~based on a for~~ behavioral ~~violation~~ violations that ~~disrupts~~ disrupt the educational process. ~~while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes school principals, assistant principals, and deans of students to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated above in Policy 3241,~~ the superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes ~~behavior~~ behavioral violations that ~~disrupts~~ the educational process to reduce the effect of implicit or unconscious bias. ~~Additionally, the district authorizes school principals and assistant school principals to impose classroom exclusion with the same authority and limits of authority as classroom teachers.~~

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process ~~as stated~~ outlined in the ~~section~~ procedures below.

~~Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer ~~any form~~ other forms of discipline, ~~including or~~ classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the superintendent. Reporting of Classroom exclusion under the behavioral violation ~~that led to the classroom exclusion as a category of~~ "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures.

Grievance ~~Process~~Procedures for ~~Other Forms of Discipline~~Classroom Exclusion and ~~Classroom Exclusion~~Other Forms of Discipline

Any parent/guardian or student who is aggrieved by the ~~imposition~~administration of classroom exclusion and/or other forms of discipline ~~and/or classroom exclusion, including discipline that excludes a student from transportation or extra-curricular activities and detention,~~ has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the superintendent or designee. The superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or superintendent elects to postpone the disciplinary action.

~~Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.~~

Suspension and Expulsion – General Conditions and Limitations

~~The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

~~As stated above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.~~

Student Disciplinary Board

The Board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The Board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and Expulsion – General Conditions and Limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the

superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the superintendent or designee within twenty-four (24) hours after the administration. Reporting Suspension or expulsion under the behavioral violation ~~that led to the suspension or expulsion as a~~ category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any ~~form of~~ discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion ~~(see below)~~ in accordance with WAC 392-400-610. The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to ~~his or her~~ their regular educational setting.

~~In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The superintendent may modify the expulsion on a case-by-case basis.~~

~~A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.~~

In-School Suspension and Short-Term Suspension— Conditions and Limitations

The superintendent designates school principals and assistant principals with the authority to ~~impose~~administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations ~~and considered.~~ Before administering in-school or short-term suspension, the district will consider the student's individual circumstances, and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of ~~the student's~~a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

~~Unless otherwise required by law, the~~ The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated ~~above~~in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. ~~In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:~~

- ~~Being intoxicated or under the influence of controlled substance, alcohol, or marijuana at school or while present at school activities;~~
- ~~Bomb scares or false fire alarms that cause a disruption to the school program;~~
- ~~Cheating or disclosure of exams;~~
- ~~Commission of any crime on school grounds or during school activities;~~
- ~~Dress code violations that the student refuses to correct (see student dress policy/procedure 3224);~~
- ~~Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;~~
- ~~Gang-related activity;~~
- ~~Harassment/intimidation/bullying;~~
- ~~Intentional deprivation of student and staff use of school facilities;~~
- ~~Intentional endangerment to self, other students, or staff, including endangering on a school bus;~~
- ~~Intentional injury to another;~~
- ~~Intentionally defacing or destroying the property of another;~~
- ~~Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;~~
- ~~Possession, use, sale, or delivery of illegal or controlled chemical substances;~~
- ~~Preventing students from attending class or school activities;~~
- ~~Refusal to cease prohibited behavior;~~
- ~~Refusal to leave an area when repeatedly instructed to do so by school personnel;~~
- ~~Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;~~

- ~~Substantially and intentionally interfering with any class or activity;~~
- ~~Threats of violence to other students or staff;~~
- ~~Use or possession of weapons prohibited by state law and Policy 4210.~~

Initial Hearing

~~Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.~~

~~At the initial hearing, the principal or designee will provide the student:~~

- ~~Notice of the student's violation of this policy;~~
- ~~An explanation of the evidence regarding the behavioral violation;~~
- ~~An explanation of the discipline that may be administered; and~~
- ~~An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.~~

Notice

~~Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.~~

~~No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:~~

- (a) ~~a. _____ A description of the student's behavior and how the behavior violated this policy;~~
- (b) ~~a. _____ The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;~~
- (c) ~~a. _____ The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;~~
- (d) ~~a. _____ The opportunity to receive educational services during the suspension or expulsion;~~
- (e) ~~a. _____ The right of the student and parent(s) to an informal conference with the principal or designee; and~~
- (f) ~~The right of the student and parent(s) to appeal the in-school or short-term suspension.~~

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel mustwill ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel mustwill ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-Term Suspensions and Expulsions – Conditions and Limitations

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may imposeonly administer long-term suspension or expulsion only for specified misconductsspecific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

- (a) Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- (b) Any of the following offenses listed in RCW 13.04.155, including:
 - (i) any violent offense as defined in RCW 9.94A.030, including:
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - (ii) any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding; -
 - ~~(iii) — inhaling toxic fumes in violation of chapter 9.47A RCW;~~
 - ~~(iv) — any controlled substance violation of chapter 69.50 RCW;~~
 - ~~(v) — any liquor violation of RCW 66.44.270;~~

- ~~(vi)iii.~~ any weapons violation of chapter 9A.41 RCW, including having a dangerous weapon at school in violation of RCW 9A.41.280; or
- ~~(vii)~~ any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- ~~(viii)~~ any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- ~~(ix)~~ any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- ~~(x)~~ any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.

- ~~(b)c.~~ Two or more violations of the following within a three-year period:
 - ~~(i)i.~~ criminal gang intimidation in violation of RCW 9A.46.120;
 - ~~(ii)i.~~ gang activity on school grounds in violation of RCW 28A.600.455;
 - ~~(iii)i.~~ willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - ~~(iv)i.~~ defacing or injuring school property in violation of RCW 28A.635.060; and

~~(d)-~~

- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

~~In addition to being a behavior specified in RCW 28A.600.015, before imposing~~ The district may only administer long-term suspension or expulsion, ~~district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to students, school personnel, or pose others or, in the case of long-term suspension, an imminent threat of material and substantial disruption to of the educational process. As stated above should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes ~~such~~ an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.~~

Behavior Agreements

~~The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.~~

~~A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district~~

~~from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.~~

Initial Hearing

~~Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:~~

- ~~• Notice of the student's violation of this policy;~~
- ~~• An explanation of the evidence regarding the behavioral violation;~~
- ~~• An explanation of the discipline that may be administered; and~~
- ~~• An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.~~

~~Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.~~

Notice

~~No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:~~

- ~~(a) A description of the student's behavior and how the behavior violated this policy;~~
- ~~(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;~~
- ~~(c) The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;~~
- ~~(d) The opportunity to receive educational services during the suspension or expulsion;~~
- ~~(e) The right of the student and parent(s) to an informal conference with the principal or designee;~~
- ~~(f) a. _____ The right of the student and parent(s) to appeal the suspension or expulsion; and~~
- ~~(g) a. _____ For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.~~

~~Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.~~

~~If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.~~

Divergence Between Long-Term Suspension and Expulsion

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and Expulsions – Initial Hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and

- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Suspensions and Expulsions – Notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the suspension or expulsion; and
- For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency Expulsions – Conditions and Limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten (10) consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- b) Provide the student and parents with notice and due process rights under WAC 392-400-430 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Emergency Expulsions – Notice

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

~~If the district converts an emergency expulsion to a suspension or expulsion, the district must:~~

- ~~(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and~~
- ~~(b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.~~

~~All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.~~

Appeal, Reconsideration, and Petition

Optional Conference with Principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the ~~behavioral violation~~ exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. ~~Further, the student and parent will have the opportunity to and~~ discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting Appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and

- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-School and Short-Term Suspension Appeal

For short-term and in-school suspensions, the superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term Suspension or Expulsion and Emergency Expulsion Appeal

For long-term suspension or expulsion and emergency expulsions, the superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s), and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.-

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The School Board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the School Board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The School Board may also designate the superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of Appeal

The student or parents may request the School Board or discipline appeal council, if established by the School Board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the School Board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this adopted policy.
- The School Board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the School Board (or discipline appeal council) will be made only by Board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the School Board will conduct the review and reconsideration.

For long-term suspension or expulsion, the School Board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the School Board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the School Board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the School Board (or discipline appeal council) affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-~~455~~430 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to Extend an Expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;

- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the superintendent or designee within five (5) school business days from the date the district provided the written notice.

The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the School Board (or discipline appeal council, if established by the Board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the superintendent or designee provides the written decision.

The School Board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the School Board (or discipline appeal council) may be made only by Board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The School Board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the School Board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled or ~~expulsed~~emergency expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include alternative schools or classrooms, one-on-one tutoring, and online learning tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students **subjected** to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students **subjected** to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission Application Process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will

recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and -
- A supporting statement from the parent or others who may have assisted the student.

The superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and ~~his or her~~ parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.-

Reengagement Plan

The district will collaborate with the student and parents to develop a culturally-~~s~~ensitive and culturally-~~r~~esponsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on-track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior Agreements

The district authorizes school principals and assistant principals to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for Protecting Victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW-28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Date: 5/13/03

Revised: 2/14/06; 10/14/08; 3/9/10; 7/6/10; 10/12/10; 2/8/11; 7/3/14; 2/10/15; 8/15/17; 6/18/19; 09/10/19; 07/06/21

FRANKLIN PIERCE DISCIPLINE MATRIX¹

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵
Type Six Firearm ⁶	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁷
Type Five Assault – II ⁸	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault ⁹	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral ¹⁰
Illicit drug distribution ¹¹	Level G	✓	✓	✓	No K–4	No K–4	Prevention / intervention referral ¹²
Possession of a weapon ¹³	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery ¹⁴	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Assault of teacher ¹⁵	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment ¹⁶ School-based threat assessment referral
Safety – II ¹⁷	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Type Four Assault – I ¹⁸	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury ¹⁹	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment ²⁰	Level F	✓	✓	✓	No	No	Title IX Coordinator referral
Discriminatory harassment ²¹	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral ²²
Malicious harassment ²³	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Arson ²⁴	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution ²⁵	Level F	✓	✓	✓	No K–4	No K–4	Prevention / intervention referral
Alcohol distribution ²⁶	Level F	✓	✓	✓	No	No	Prevention / intervention referral
Gang intimidation or activity ²⁷	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Safety – I ²⁸	Level F	✓	✓	✓	No K–4	No	School-based threat assessment referral

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵
Type Three Bullying ²⁹	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ³⁰
Fighting without major injury ³¹	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ³²	Level E	✓	✓	✓	No K–4	No K–4	Prevention / intervention referral
Marijuana possession or use ³³	Level E	✓	✓	✓	No K–4	No K–4	Prevention / intervention referral
Alcohol possession or use ³⁴	Level E	✓	✓	✓	No	No	Prevention / intervention referral
Tobacco distribution ³⁵	Level E	✓	✓	✓	No	No	Prevention / intervention referral
Theft ³⁶	Level E	✓	✓	✓	No	No	
Other – III ³⁷	Level E	✓	✓	✓	No	No	
Type Two Destruction of property ³⁸	Level D	✓	✓	✓	No K–4	No K–4	
Physical aggression ³⁹	Level D	✓	✓	No	No	No	
Tobacco possession or use ⁴⁰	Level D	✓	✓	✓	No	No	Prevention / intervention referral
Failure to cooperate ⁴¹	Level D	✓	No	No	No	No	
Sexually inappropriate conduct ⁴²	Level D	✓	✓	✓	No	No	
Disruptive conduct – II ⁴³	Level D	✓	No	No	No	No	
Other – II ⁴⁴	Level D	✓	No	No	No	No	
Type One Disruptive conduct – I ⁴⁵	Levels A–C	No	No	No	No	No	
Dress code ⁴⁶	Levels A–C	No	No	No	No	No	
Physical contact ⁴⁷	Levels A–C	No	No	No	No	No	
Defiance ⁴⁸	Levels A–C	No	No	No	No	No	
Disrespect ⁴⁹	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism ⁵⁰	Levels A–C	No	No	No	No	No	

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵
Property misuse ⁵¹	Levels A–C	No	No	No	No	No	
Inappropriate language ⁵²	Levels A–C	No	No	No	No	No	
Other – I ⁵³	Levels A–C	No	No	No	No	No	

¹ Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.

² "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110](#)(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015](#)(6) as well as grade-level conditions and limitations under WAC [392-400-440](#)(4) and WAC [392-400-445](#)(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015](#)(6) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110](#)(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

³ Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430](#)(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

⁴ "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110](#)(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

⁵ Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

⁶ "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).

⁷ "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

⁸ "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

- ⁹ “Sexual assault” refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).
- ¹⁰ “Title IX Coordinator referral” refers to the school district personnel designated to coordinate the district’s compliance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters [28A.640 RCW](#) and [392-190 WAC](#).
- ¹¹ “Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50 RCW](#).
- ¹² “Prevention/intervention referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.
- ¹³ “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).
- ¹⁴ “Robbery” refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).
- ¹⁵ “Assault of teacher” refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- ¹⁶ RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision “when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.”
- ¹⁷ “Safety – II” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering expulsion under WAC [392-400-445](#)(2) but that does not constitute a *Type Five* behavioral violation under any other category.
- ¹⁸ “Assault – I” refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).
- ¹⁹ “Fighting with major injury” refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110](#)(4)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- ²⁰ “Sexual harassment” refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).
- ²¹ “Discriminatory harassment” refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.
- ²² “Civil Rights Coordinator referral” refers to the school district personnel designated to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642 RCW](#), and [chapter 392-190 WAC](#).
- ²³ “Malicious harassment” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).
- ²⁴ “Arson” refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).
- ²⁵ “Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50 RCW](#).
- ²⁶ “Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.
- ²⁷ “Gang intimidation or activity” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- ²⁸ “Safety – I” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.
- ²⁹ “Bullying” refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

³⁰ “HIB Compliance Officer referral” refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

³¹ “Fighting without major injury” refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110\(4\)](#).

³² “Illicit drug possession or use” refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

³³ “Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

³⁴ “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

³⁵ “Tobacco distribution” refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

³⁶ “Theft” refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

³⁷ “Other – III” refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

³⁸ “Destruction of property” refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

³⁹ “Physical aggression” refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

⁴⁰ “Tobacco possession or use” refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

⁴¹ “Failure to cooperate” refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

⁴² “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

⁴³ “Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

⁴⁴ “Other – II” refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

⁴⁵ “Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

⁴⁶ “Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

⁴⁷ “Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

⁴⁸ “Defiance” refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

⁴⁹ “Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

⁵⁰ “Academic dishonesty/plagiarism” refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of district policy.

⁵¹ "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

⁵² "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

⁵³ "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.



FRANKLIN PIERCE

CONTINUUM OF DISCIPLINE RESPONSES

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower-level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower-level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower-level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices and other forms of discipline
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses**Type One Behavioral Violations**

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: June 15, 2021
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
Summer of 2021 & 2021-2022 School Year	Dr. Lance Goodpaster	Conferences and events sponsored by WASA, WSSDA, OSPI, AASA, AWSP, IEI, and other education events and professional development opportunities <ul style="list-style-type: none">• Various	<ul style="list-style-type: none">• General Fund
Summer of 2021 & 2021-2022 School Year	James Hester	Conferences and events sponsored by WASA, WSSDA, OSPI, AASA, AWSP, IEI, and other education events and professional development opportunities <ul style="list-style-type: none">• Various	<ul style="list-style-type: none">• General Fund



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MEMORANDUM

TO: Board of Directors
FROM: Lance Goodpaster, Superintendent
DATE: June 15, 2021
SUBJECT: Executive Session

BACKGROUND INFORMATION

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

RECOMMENDATION

None.

ACTION REQUIRED

None. The executive session discussion is for information only.