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September 21, 2020

VIA U.S. MAIL AND FACSIMILE TRANSMISSION

Glenna Gallo
Assistant Superintendent
OSPI, Special Education
P.O. Box 47200
Olympia, WA 98504-7200
(360) 586-0247

Dr. Carla Santorno, Superintendent
Tacoma Public Schools
Central Administration Building
601 South 8th St.
Tacoma, WA 98405
(253) 571-1440

RE: Request for Special Education Citizen Complaint- Tacoma School District

Dear Ms. Gallo:

The following citizen complaint is filed on behalf of my clients Kristin and Bard Luippold, representing the interests of all special education students in the Tacoma School District ("District") who are assigned a 1:1 paraeducator in their IEPs, parents in the District who have received little to no communication about when their students' special education services will be provided, and who have had decisions made cutting special education services outside of the IEP team process and without Prior Written Notice and procedural safeguards.

Mr. and Mrs. Luippold are members of the Tacoma Special Needs PTA and advocate for the needs of students with disabilities throughout the District, not just their own son. Maxim ("Max") Luippold is a first grader at Washington Elementary in the District. Max was adopted from Ukraine and has a history of suspected fetal alcohol exposure and developmental delays, as well as a heart defect. He needs paraprofessional support full time to attend general education with his peers, and for behavioral and emotional regulation aided by a consistent, trained, and trusted adult.

As part of his IEP, Max requires a 1:1 paraeducator to receive a free, appropriate public education, and receive an education in the least restrictive environment. Thanks to his

paraeducator, he can be educated and included with his non-disabled peers. Paraeducators are an essential part of inclusion not just for Max, but for special education students throughout the District and state. Starting in March 2020, when school buildings were closed due to health restrictions, Max's parents, like so many parents with high-needs students like Max in our state, had to serve as his paraeducator in the home so that he could access learning. Max experienced emotional and behavioral escalation and regression due to the lack of special education services. As of the writing of this OSPI complaint, while remote paraeducator support is available to Max during the school day, Max cannot access any remote instruction or related services at all without the constant presence and assistance from his parents. His resource instruction and speech and language services have not yet been provided, almost two weeks after the first day of school. When school opened on September 9, 2020, Max was not prioritized for in-person, face to face instruction as a student who requires it in order to receive FAPE¹, even though evidence exists that the school building is being used for general education day camps that Max is not permitted to participate in because he is a special education student.

I. Factual Background

A. Tacoma Public Schools' Decision to Lay Off and Reduce Hours for Paraeducators

On or about June 1, 2020, Mr. and Mrs. Luippold learned that the District laid off a large number of paraeducators, which was not discussed with them in an IEP meeting. Mrs. Luippold inquired of Washington's principal whether her son's IEP services would be changed, and was informed that Max's paraeducator's hours were cut. Mrs. Luippold shared that when Max worked with multiple temporary paraeducators in the past, before he was assigned one paraeducator, he suffered extreme behavioral dysregulation (which was well-known to his IEP team). No IEP team meeting was called to make the decision about Max's paraeducator time.

The District did not communicate this decision to the parent community until after it was made. State senators and representatives wrote the District urging it to reconsider the decision and its effects on students with disabilities and other vulnerable students throughout the school district. *See attached.*

On June 25, 2020, the Tacoma Public School District Board approved the District's decision to lay off 104 paraeducators providing services to disabled students in the District, and reduce the hours of 300 additional paraeducators.² Due to the collective bargaining agreement with the paraeducator's union, the District was to notify paraeducators of staffing assignments for the school year by June 1st. In the board meeting, Dr. Lisa Nolan, the Assistant

¹ <https://www.k12.wa.us/sites/default/files/public/specialed/pubdocs/Reopening-WA-Schools-2020-SpEd-Guidance.pdf>

² <https://www.thenewstribune.com/news/local/education/article243202021.html>

Superintendent of Human Resources at the District, justified the personnel decision by projecting a staffing model in which paraeducators would only be provided to students if the students were attending campus in-person, not for a remote learning model.³ While Dr. Nolan claimed that the decision was based on individual review of student IEPs, her description of the decision was that it was based on collective bargaining agreement staffing notification deadline and a model in which special education students would all, as a group, receive greatly reduced paraeducator time or none at all in the event school buildings were closed due to Covid-19 health restrictions.⁴ Dr. Nolan did not describe a process in which analysis was done in individual IEP team meetings with required members, including parents, present.

At the Tacoma school board meeting on July 9, Dr. Nolan reported on the decision to lay off paraeducators. Again while she claimed that the District “analyzed IEPs,” she explained the decision was made based the District’s obligation to bargaining units and program needs. Again, the explanation for the plan for paraeducator staffing was to provide paraeducators only for a “cohort model” and on-campus learning.⁵

Special education parents in the District were not consulted before the decision to cut paraeducators providing services on their students’ IEPs was made, either via letter to all parents, meetings with parents, or discussion in individual IEP teams. Parents of students with disabilities were not afforded a vehicle to participate in the educational decision-making process for the decision to reduce or eliminate paraeducator services on their children’s IEPs. Parents were not given any input as to whether students would continue to need paraeducator support during remote learning in order to receive FAPE. Prior Written Notices were not issued to parents documenting the decision to not provide paraeducator services during remote learning, reasons for the decision, options considered, and data and evidence considered regarding the individualized needs of the student.

B. Lack of Communication with Special Education Parents Regarding IEP Services in Fall 2020

While health restrictions on schools reopening remained in flux in the summer, the District provided hybrid and remote learning information to the public with no mention of students with IEPs. The District’s website did not add information for special education families until September 9, 2020, the first day of school.⁶

The District sent a letter to parents of special education students on August 11, 2020, with no information regarding the decision not to provide paraeducator services to students while

³ <https://www.facebook.com/tacomaschools/videos/314789603254804/>

⁴ *Id.*

⁵ <https://www.facebook.com/tacomaschools/videos/633459587266306/>

⁶ <https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/remote-learning;>

<https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/supports>

not on campus, nor when IEP programming and related services would commence in any specific fashion. *See attached.* This letter indicated that IEP teams would meet with parents to plan for the students' special education services in the fall, but, while Max's IEP team has met after repeated requests from Mr. and Mrs. Luippold, multiple parents across the District report that this never occurred.

As set forth below, the District had not ensured that IEP teams were meeting with families to determine which students would require a paraeducator during remote or hybrid learning to receive FAPE, which students would need to have in-person learning as permitted by state and OSPI guidance in order to receive FAPE, or even to provide basic communication about when, where and how IEP instruction and related services would be delivered. IEP team meetings are not being held until well after the start of the school year and parents are being left in the dark about when their students will begin to receive special education services.

C. Multiple Families Affected by the Decision to Reduce Staffing and Lack of Communication

1. Student L.P., Jason Lee Middle School: L.P.'s IEP calls for three hours of 1:1 paraeducator support each day. The District also removed L.P.'s speech and occupational therapy related services when schools closed in March. L.P. has Down Syndrome and cannot access his general education classes without paraeducator support. L.P.'s IEP team did not meet until September 16, 2020 to provide Parents with information about the Student's paraprofessional support and related services, and as of the writing of this citizen's complaint, they have not been provided.
2. Student D.L.M., Birney Elementary School: D.L.M. has not received deaf/hard of hearing services since March, and as of the writing of this citizen's complaint, her parents have not received any information regarding when these services will resume.
3. Lincoln Paschich, Skyline Elementary School: Lincoln is in preschool and has an IEP affording him paraeducator support, occupational therapy, physical therapy, and hearing related services. Lincoln's parents did not receive any communication about Lincoln's IEP services until after school began. They were informed that Lincoln will only receive four days per month of school in total, and will not start until October, but they have received no communication from the District about if or when he will receive the paraeducator support in his IEP and related services. It should also be noted that during the last three months of the 2019-2020 school year, Lincoln only received three 30 minute sessions of instruction, and two 15 minute therapy sessions. Parents are currently serving as de facto paraeducators in the home as Lincoln cannot access learning without adult support.
4. Student S, Bryant Montessori: This student, a fifth grade student placed in a District LRC classroom, cannot access remote instruction without a parent serving as a de facto paraeducator. Parent Kristine Strange reports that her student's special education minutes were greatly reduced.

5. Student C.G., Skyline Elementary: Student C.G. is in fifth grade, in a self-contained class and partial general education placement. Student A's Parent is Jamelah Grover. The District refused to implement the student's 1:1 paraprofessional support on the Student's IEP during remote learning, and reduced the time to two days per week without Prior Written Notice. The Parent requested an IEP team meeting several times over the summer which was not granted until a week before the start of school. The District representative approved in-person learning for C.G. as a high-needs student, but would not provide a definite start date and indicated it would not be until the end of September. The Parent has not been provided a Prior Written Notice indicating the reasons for reducing the C.G.'s paraprofessional time and refusing to provide para support for remote learning, other alternatives considered, and the data used to make the determination.
6. J.M.A., Wilson High School: Student J.M.A. is a freshman and attends a District "LRC" classroom as part of his special education placement. During the spring of 2020, J.M.A. did not receive math instruction from his LRC teacher, nor contact from roughly half his teachers. J.M.A.'s parent, C.A., is also the parent of S.F.A. listed under subsection (9) below. The Parent was not afforded the opportunity to meet with general education teachers as part of the IEP team to discuss the IEP accommodations and plan for appropriate courses, or even to learn who J.M.A.'s IEP case manager is. As of the writing of this citizen's complaint, the Parent is unaware of who is managing J.M.A.'s IEP and ensuring its implementation.
7. Student Demara Vandervort, Geiger Elementary. Demara, a fourth grader, did not receive a continuous learning plan for special education until May 2020. Her parent requested that paraprofessional support in Demara's IEP be implemented during remote learning and was denied without being given Prior Written Notice or procedural safeguards. When paraprofessional hours were cut, the Parent was not given any notice and was not afforded the opportunity to protest the decision in an IEP meeting. In the summer, the Parent requested an IEP team prior to the start of the school year and was denied multiple times on the basis that the District Special Education Department had not provided any instructions the week before the start of school. The Parent was not given an IEP team meeting until September 16, 2020.
8. Student Xarion Robinson, Fawcett Elementary: Xarion's IEP was not implemented at all after it was developed in April 2020, and his parent, Michelle Bowlden, was told that he would not receive any specially designed instruction or related services of speech and physical therapy. She was also told that none of Xarion's IEP goals could be served remotely. The parent had to serve as the de facto paraeducator in the home. As a result, the Student experienced extreme emotional and behavioral regression. Ms. Bowlden attempted to communicate these concerns to the school and did not receive a response until the school year had already ended. When the Ms. Bowlden enrolled Xarion in another school in the District, Fawcett, she did not receive information before the start of this school year regarding when his IEP would

be implemented and services would be initiated. After repeated requests for information from the school and District, Ms. Bowlden was not contacted by the IEP team until September 17, 2020. Ms. Bowlden learned that the District fired 16 preschool paraeducators, and as a result, Xarion will only receive instruction for two days every other week. As of the writing of this citizen's complaint, Ms. Bowlden has not been informed what cohort Xarion is in and what his schedule will be.

9. S.F.A., Jefferson Elementary School: S.F.A. is a first grade student. During the spring of 2020, the Parent did not have technology to access the Microsoft Teams platform used by the District, so S.F.A. was not able to interact with her LRC class or general education class other than in a limited manner using a cell phone. Despite the District's letter on August 11, 2020 promising that special education case managers would reach out to families to engage in planning for student IEPs, S.F.A.'s parent was not contacted until the first day of school. The District has continued to change communication and about when and how in-person learning for S.F.A. as a special education student will commence. In addition, despite S.F.A.'s lack of access to the District's remote learning platform, she will not receive a laptop until January, even though laptops have already been provided to all 3rd-12th graders in the District. Furthermore, the Parent must serve as S.F.A.'s de facto paraeducator in order to implement her IEP accommodations to access general education. S.F.A. is experiencing behavioral and developmental regression in her hard-earned skills, by being denied the opportunity to practice social-emotional skills with her general education peers.
10. Special education students denied in-person learning in favor of general education day camps: The District is using buildings to provide in-person day camps for general education students. Special education students who need IEP support are not permitted to attend. In-person learning for special education students that need it to receive a FAPE is not being decided by IEP teams on an individual basis, because the District has reserved building usage for general education students first. Despite state and OSPI guidance that IEP teams can determine if special education students most impacted by their disabilities can attend buildings for in-person instruction, the District has foreclosed this option based on programmatic decision making.

II. Legal Analysis

A. Decisions Regarding IEP Services for a Student Must be Made by the IEP Team

Special education services under the IDEA must be tailored to the unique needs of a particular child. *Board of Educ. of the Hendrick Hudson Central Sch. Dist. v. Rowley*, 458 U.S. 176 (1982); *Andrew F. v. Douglas Cty. Sch. Dist. RE-1*, 137 S.Ct. 988 (2017). An IEP is individualized to the student with careful attention paid to the student's disability, present levels of functional and academic achievement, and potential for growth according to that

student's circumstances. *Andrew F.*, citing 20 U.S.C. §1414(d)(1)(A)(i)(I)-20 U.S.C. §1414(d)(1)(A)(i)(IV).

Washington state regulations mandate that individual IEPs must be developed by an IEP team that includes the parents of the student, not less than one general education teacher, not less than one special education teacher, a representative of the public agency who is qualified to provide or supervise the provision of special education, who is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school district, and at the discretion of parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate, and whenever appropriate, the student. WAC 392-172A-03095; WAC 392-172A-03090. The parents of each IDEA eligible student must be provided an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the student. WAC 392-172A-05001(1).

Decisions about a student's IEP cannot be made solely on administrative convenience and the configuration of a service delivery system. 71 Fed. Reg. 46,588 (2006); *Letter to Trigg*, 50 IDELR 48 (OSEP 2007). The lack of sufficient personnel or resources does not absolve school districts from their obligation to provide FAPE to students. *OSEP Memorandum 95-9*, 21 IDELR 1152 (OSEP 1994).

The Tacoma School District is systematically depriving special education students of services based on its personnel and administrative decisions. While the District has the ability to provide in-person learning to its most vulnerable, high-needs students, it is refusing to allow IEP teams to make individualized decisions based on student needs and is prioritizing building use for other purposes instead. IEP services are being cut by District administrators with no required IEP team member input and certainly none from parents.

B. Failure to Communicate with Parents Excludes them from the Educational Process

The IDEA contains many procedures designed to protect the rights of students with disabilities and their parents. 20 U.S.C. §1415, *et seq.* The Ninth Circuit has described these as a "central feature of the IDEA process, not a mere afterthought." *M.C. v. Antelope Valley Union High Sch. Dist.*, 858 F.3d 1189, 1195 (9th Cir. 2017). Interfering with parental participation in the IEP process "undermine[s] the very essence of the IDEA." *Id.*, citing *Amanda J. V. Clark Cty. Sch. Dist.*, 267 F.3d 877, 891 (9th Cir. 2001).

While the District may be operating under changing guidance and health restrictions, there is no exception to the IDEA requirement to include parents in every stage of the IEP process. As the Ninth Circuit held in *M.C. v. Antelope Valley*:

Under the IDEA, parental participation doesn't end when the parent signs the IEP. Parents must be able to use the IEP to monitor and enforce the services

that their child is to receive. When a parent is unaware of the services offered to the student--and, therefore, can't monitor how these services are provided--a FAPE has been denied, whether or not the parent had ample opportunity to participate in the formulation of the IEP. 858 F.3d at 1198.

One of the most important procedural safeguards provided to parents under the IDEA is the Prior Written Notice. Washington state regulations require that notice must be provided to parents a reasonable time before a school district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to the student. WAC 392-172A-05010(1). This notice must contain:

- a) A description of the action proposed or refused by the school district;
- b) An explanation of why the school district proposes or refuses to take the action;
- c) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
- d) A statement that the parents of a student eligible or referred for special education have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- e) Sources for parents to contact to obtain assistance in understanding the procedural safeguards and the contents of the notice;
- f) A description of other options that the IEP team considered and the reasons why those options were rejected; and
- g) A description of other factors that are relevant to the school district's proposal or refusal.

WAC 392-172A-04010.

It should also be noted that at the beginning of each school year, an IEP must be in effect for each student receiving special education. WAC 392-172A-03105(1). School districts must ensure that the student's IEP is accessible to each general education teacher, special education teacher, and any other service provider who is responsible for its implementation; and each teacher and provider is informed of his or her specific responsibilities related to implementing the student's IEP; and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. WAC 392-172A-03105(3).

Evidence exists that there is widespread failure across the District not only to ensure IEP decisions are made by IEP teams, but also failure to provide notice to parents when IEP services are changed or denied, failure to provide parents with procedural safeguards to learn how to contest such decisions (i.e. by filing due process to obtain a stay put order to prevent a material change in the student's educational placement and services), and failure to provide any information to parents about the reasons and data used for the District's decisions.

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IEPs, including accommodations, assistive technology, supportive aids and services, and related services are not in place and are not being implemented from the first day of school, and parents are not being told where and when their students' services will begin. The consequences of these system-wide failures have been disastrous.

III. Remedy Sought

The widespread nature of these IDEA violations, and the fundamental disregard of the principles of parental participation and the "very essence of the IDEA," necessitates OSPI intervention and oversight over this District. Each individual student referenced in this Complaint may also seek an individual remedy from OSPI independently, and have authorized Mr. and Mrs. Luippold to provide their contact information to OSPI upon request.

Thank you for your attention to this matter.

Yours very truly,
CASSADY MINEIRO, PLLC



Nicholle S. Mineiro

Encl.

cc: Kristin and Bard Luippold



June 24, 2020

Superintendent Carla Santorno
Tacoma Public School Board of Directors Lisa Keating, Enrique Leon, Scott Heinze, Andrea Cobb, and Elizabeth Bonbright
Central Administration Building
601 S. 8th St.
Tacoma, WA 98405

Dear Superintendent Santorno and Tacoma Public School Board of Directors:

We are concerned about Tacoma Public Schools' proposed layoffs of and hours reductions for paraeducators working in the district. After speaking with paraeducators at TPS, we are concerned that this decision will have significant consequences for our most vulnerable students. We also have questions about the decision-making process that led to this serious action. We have not heard of any similar proposals from other school districts despite them facing similar challenges.

Paraeducators provide support to our most vulnerable students, including students who need special education services, students who need additional support to meet grade level expectations, and students who face substantial barriers to equal access to education. Many of these students will have increased need for behavioral, emotional, and academic support as a result of the school closures and the pandemic.

We are also concerned about the impact to students receiving equitable services relative to the amount saved in the budget. How much money does the district expect to save in wages and benefits through the layoffs and work reductions for paraeducators, and how will that money be allocated going forward? How do you plan to ensure that students with Individual Education Plans and other students supported by paraeducators receive the services they need and are entitled to? Lastly, does the district plan to rehire paraeducators when students return to school buildings full time?

Thank you for your consideration of these questions. We know that this has been a difficult time for the education community and that districts are facing a significant amount of uncertainty. We

look forward to working with you to ensure the best education possible for Tacoma's students going forward.

Sincerely,



Speaker Laurie Jenkins
Representative, 27th Legislative District



Jeannie Darneille
Senator, 27th Legislative District



Jake Fey
Representative, 27th Legislative District



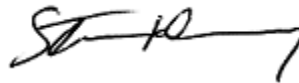
Steve O'Ban
Senator, 28th Legislative District



Christine Kilduff
Representative, 28th Legislative District



Mari Leavitt
Representative, 28th Legislative District



Steve Kirby
Representative, 29th Legislative District



Melanie Morgan
Representative, 29th Legislative District



Board of Directors Business Meeting Meeting Minutes

Live Streaming Open Meeting
Attend at www.tacomaschools.tv, www.facebook.com/tacomaschools,
Click Channel 25 and Comcast Channel 26
Thursday, June 25, 2020 06:00 PM

1. CALL TO ORDER

The Board met in regular session on Thursday, June 25, 2020 via a live stream open meeting pursuant to the Proclamation by the governor amending Proclamation 20-05, 20-28 Open Public Meetings Act and Public Records Act. Pursuant to the Governor's COVID19 Emergency Orders, the Governor's Proclamation 20-28, Tacoma School Board Resolution 2074 and by order of the Superintendent, the Tacoma Public Schools Central Administration Building is closed to the public. Members of the public were not allowed in the Central Administration building for this meeting in the fourth floor auditorium of the Central Administration Building located at 601 South 8th Street in Tacoma, Washington.

Board President Heinze called the meeting to order at 6:00 PM.

2. ROLL CALL

Directors Heinze, Cobb, Leon, and Bonbright were present. Director Keating was noted as absent-excused. Superintendent Santorno and Deputy Superintendent Garcia were present.

3. ADOPTION OF AGENDA

Director Cobb moved that the Board of Directors adopt the agenda as presented. Director Bonbright seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

4. SUPERINTENDENT'S REPORT

4.1 HEAD START - YEAR IN REVIEW

Assistant Superintendent of Teaching and Learning, Marie Verhaar and Head Start Policy Council Chair, Kelly White, presented the annual report on the Head Start program.

4.2 SAFETY AND SECURITY NEXT STEPS

Superintendent Santorno outlined the recommended next steps in the review of district safety and security.

Policy Updates:

- 4314 - Notification of Threats
- 4310 - Relationship with Law Enforcement

New Policy:

- 4311 - School Resource Officers

Community Engagement:

- Solicit public feedback and input to customize new Policy 4311 & to draft an addendum to TPS contract with TPD
- Solicit input from students/families specifically about safety and security
- Engage and request feedback from key community groups

Policy Adoption:

- First reading by August 27, 2020
- Second reading by September 10, 2020

4.3 2020-2021 SCHOOL YEAR STRUCTURE

Superintendent Santorno and district leadership presented information gathered to-date from state leaders regarding potential scenarios for school structure in 2020-2021.

What we've learned:

- It is very unlikely if not impossible to open schools up in the Fall of 2020 in the traditional manner.

- Students and Staff will be required to wear face coverings (masks), unless there is a medical condition that prevents them from wearing one.
- Districts will need a 6 foot social distancing planning framework for every learning space.

Our guiding principles:

- Follow the Science & Health Department Guidelines;
- Learn lessons from closing schools;
- Reduce person-to-person contact;
- Reduce students and staff onsite at any one time;
- Seek to keep families on similar schedules
- Improve blended learning elements and requirements;
- Prioritize content;
- Infuse Social-Emotional Learning into models;
- Adjust and add new staff roles in areas to accommodate hybrid learning, as necessary
- Remain functional and financially responsive

Elementary Option 1:

Complete Online Option for students

- Students to attend school virtually
- Students and families will have a support center within the district if they need in-person support

Elementary Option 2:

“Hybrid Model”

- Combination of in-person class time and virtual, distance-learning time
- 2-3 days of either in-person time and the remaining time distance-learning
- Additional supports provided for Special Education, McKinney-Vento, English Language Learners and Foster Care students
- Extended Learning Opportunities
- Curriculum alignment to support families with distance learning model

Middle School Option 1:

Complete Online Option for students

- Students to attend school virtually
- Students and families will have a support center within the district if the need in-person support

Middle School Option 2:

“Hybrid Model”

- Combination of in-person class time and virtual, distance-learning time.
- 1-2 days of either in-person time and the remaining time distancing-learning
- Additional supports will be provided for Special Education, McKinney-Vento, English Language Learners and Foster Care students
- Athletic and Activities Opportunities
- Curriculum alignment to support families with distance-learning model
- Potential fewer classes at one time in TBD-week segments – allowing students and teachers to go deeper

High School Option 1:

Complete Online Option for students

- Students to attend school virtually
- Students and families will have a support center within the district if the need in-person support

High School Option 2:

Non-traditional experiences

- Running Start
- Willie Stewart Academy (Fresh Start Options)
- Pierce County Skills Center

High School Option 3:

“Hybrid Model”

- Combination of in-person class time and virtual, distance-learning time
- 1-2 days of either in-person time and the remaining time distance-learning
- Additional supports provided for Special Education, McKinney-Vento, English Language Learners and Foster Care students
- Athletic and Activities Opportunities
- Curriculum alignment to support families with distance-learning model
- Potential fewer classes at one time in 9-week segments – allowing students and teachers to go deeper

Next Steps:

1. Work with OSPI and Health Department to examine guidance
2. Space capacity analysis
3. Technology infrastructure
4. Individual and systemic building implementation plans
5. Final models for approval

5. MEMBERS OF THE PUBLIC WISHING TO ADDRESS THE BOARD

The board received the following public comments:

<u>Name</u>	<u>Topic</u>
ChaNell Marshall	Safety & Security Next Steps
Elizabeth Walle	Paraeducators
Tacoma Federation of ParaEducators	Paraeducators
Kari Madden	Paraeducators
Latasha Palmer	Safety & Security Next Steps
Michelle Bottorff	Paraeducators
Susan Leusner	Paraeducators
Stephanie Menefee	Paraeducators
Suzanne Skaar	Distance Learning and Supt. Contract
Lynne Hughes	Paraeducators
Dena Alo-Colbeck	Budget Survey, Paraeducators, Supt. Contract
Liz Waller	Paraeducators

6. ESSENTIAL MATTERS

6.1 APPROVAL OF INTERLOCAL AGREEMENTS FOR THE 2020-25 SCHOOL YEAR

Director Cobb moved that the Board of Directors authorize the Superintendent to enter into Interlocal agreements with various school Districts as listed herein for the 2020-25 school year. Director Bonbright seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.2 APPROVAL OF MINUTES OF MAY 14, 2020 SCHOOL BOARD MEETING

Director Bonbright moved that the Board of Directors approve the Minutes of the May 14, 2020 School Board meeting.. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.3 APPROVAL OF MINUTES OF MAY 21, 2020 SCHOOL BOARD MEETING

Director Bonbright moved that the Board of Directors approve the Minutes of the May 21, 2020 School Board meeting. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.4 APPROVAL OF MINUTES OF MAY 28, 2020 SCHOOL BOARD MEETING

Director Bonbright moved that the Board of Directors approve the Minutes of the May 28, 2020 School Board meeting. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.5 APPROVAL OF RESOLUTION NO. 2083 - AMENDMENT TO RESOLUTION 2075

Director Bonbright moved that the Board of Directors approve Resolution No. 2083 which amends Resolution No. 2075 removing the provision indicating the Bonds are subject to optional redemption at a price of par no later than December 1, 2030. Director Cobb seconded the motion. A roll call vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.6 APPROVAL OF SUPERINTENDENT’S CONTRACT

Director Cobb moved that the Board of Directors ratify the contract with Superintendent Carla J. Santorno to reflect a three year period of employment commencing on July 1, 2020 and expiring June 30, 2023. Director Bonbright seconded the motion. A roll call vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.7 APPROVAL OF THE PERSONNEL RECOMMENDATIONS TO THE SUPERINTENDENT

Director Bonbright moved that the Board of Directors approve the personnel recommendations to the Superintendent for the June 25, 2020 Board meeting. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

6.8 APPROVAL OF WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA) MEMBERSHIP RENEWAL FOR 2020-2021 SCHOOL YEAR

Director Bonbright moved that the Board of Directors approve the renewal of the WIAA Membership for the 2020-2021 School Year. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas. Director Cobb agreed to be the board representative to WIAA.

6.9 REVIEW & DISCUSSION OF OPERATING PROTOCOL

General Counsel, Renee Trueblood reviewed the board operating protocol and governance best practices.

6.10 APPROVAL TO NEGOTIATE AND AWARD A CONTRACT WITH POWER SCHOOL LLC FOR THE PURCHASE OF SCHOOLGY LMS

Director Bonbright moved that the Board of Directors approve the Superintendent to negotiate and award a contract to Power School LLC for the purchase of Schoology in the amount of \$650,000.00, including sales tax. Director Cobb seconded the motion. A voice vote was called and the chair declared the motion carried with a vote of 4 yeas.

7. ANNOUNCEMENT OF FUTURE BOARD MEETINGS

Budget Webinars

Director Heinze – June 23, 2020

6:00PM - Via Teams

Director Keating – June 24, 2020

6:00PM - Via Teams

Director Cobb – June 29, 2020

6:00PM - Via Teams

Director Heinze – June 30, 2020

6:00PM - Via Teams

Director Bonbright – July 2, 2020

6:00PM - Via Teams

Board Meetings

Thursday, July 9, 2020

6:00PM Regular Business Meeting

Thursday, July 23, 2020

6:00PM Regular Business Meeting

8. ADJOURNMENT

Board President Heinze moved to adjourn the meeting at 8:51pm.

Minutes approved by the Board on: _____

Signed by: _____
Superintendent Carla J. Santorno

By: _____
Board President, Scott Heinze

----- Forwarded message -----

From: **Tacoma Public Schools** <info@tacoma.k12.wa.us>

Date: Tue, Aug 11, 2020 at 3:45 PM

Subject: Special Education Letter

To: <discokristin@gmail.com>

Dear TPS Special Education Families, Guardians and Community Members:

We want to take this opportunity to reach out to you and share that the Special Education District Team at Tacoma Public Schools (TPS) is working to develop Special Education specific guidelines and protocols.

Our case managers and team will be working with you to ensure that each student will be provided with ongoing specially-designed instruction that meets their individual needs through the IEP process. In the coming weeks, case managers and teams will be reaching out to families to share information and engage in planning.

Additionally, a variety of training opportunities will be made available to families during the months of September and October. These offerings include guidance on how to support your learner in the distance setting, creating a work area in your home and social and emotional focused activities that can be done at home.

As educators, we are experiencing the ever-changing guidance and recommendations from the Tacoma-Pierce County Health Department and state Office of Superintendent of Public Instruction. We are working tirelessly to provide appropriate opportunities for all students while adhering to the safety guidelines being provided to us. As we continue to move forward with the latest guidance, we want you to know that we will continue to work to develop and provide opportunities to access Free and Appropriate Public Education (FAPE), through our students' IEP or 504 plans to the best of our abilities in these challenging circumstances.

Our teams are dedicated to working with you to develop an individualized educational plan that ensures appropriate access for our students during this unprecedented time. As additional information becomes available, we will provide updates.

Sincerely,

The Student Services Leadership Team

Tacoma School District 10 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Tacoma School District 10 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.