

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

December 9, 2019

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

AP: Advanced Placement	Quest: Highly Capable program for students in gr. 2-8
AVID: Advancement Via Individual Determination	Results (R): Results (<i>See Policy Governance - formerly known as End Results</i>). Goals set forth by the board, including the mission of the district.
B/SR: Board/Superintendent Relationship	RCW: Revised Codes of Washington
CADR: College Academic Distribution Requirements	RTI: Response to Intervention
CDSA: Common District Summative Assessments	SALT: Strategic Advisory Leadership Team
CEDARS: Comprehensive Education Data and Research System (CEDARS)	SBA: Smarter Balanced Assessment
CIA: Certificate of Individual Achievement	SBE: State Board of Education
CLT: Central Leadership Team	SCAP: School Construction Assistance Program
COE: Collection of Evidence	SEL: Social Emotional Learning
CTE: Career & Technical Education	SGP: Student Growth Percentile
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	SIOP: Sheltered Instruction Observation Protocol
DLT: District Leadership Team (manager level and above, includes both certified and classified)	SIP: School Improvement Plan
ELL: English Language Learners	sMAS: Secondary Mobile Access for Students
ELPA21: English Language Proficiency Assessment for the 21st Century	STEM: Science, Technology, Engineering, and Mathematics
eMAS: Elementary Mobile Access for Students	UDL: Universal Design for Learning
ESEA: Elementary and Secondary Education Act	WA-AIM: Washington – Access to Instruction and Measurement
ESSA: Every Student Succeeds Act	WAC: Washington Administrative Codes
GC: Governance Culture (See Policy Governance)	WaKIDS: Washington Kindergarten Inventory of Developing Skills
GC/CM: General Contractor/Construction Management	WaNIC: Washington Network for Innovative Careers
HiCap: Highly Capable Program	WCAS: Washington Comprehensive Assessment of Science
HSBP: High School and Beyond Plan	WCAP: Washington Comprehensive Assessment Program
KISN: Kindergarten Intensive Safety Net	WIDA AMS: Alternative ELL Assessment
KPI: Key Performance Indicators	WSIF: Washington School Improvement Framework
LDA: Locally Determined Assessment	WSSDA: Washington State School Directors Association
LEAP: Learning Enhancement & Academic Planning	
MTSS: Multi-Tiered Systems of Support	
NSBA - National School Board Association	
OE: Operational Expectations (See Policy Governance)	
OSPI: Office of Superintendent of Public Instruction	
PBIS: Positive Behavioral Interventions and Supports	
PCC: Professional Community & Collaboration	
PDSA: Plan, Do, Study, Act	
PLC: Professional Learning Community	
Policy Governance: A governance process used by the school board. This sets forth “Results (R)” that the superintendent must reach, while abiding by “Operational Expectations (OE).” R include the district’s mission. OEs provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.	

December 4, 2019

Siri Bliesner
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

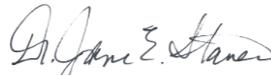
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of December 9, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Oath of Office
4. Host School
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Public and Community Affairs
9. Superintendent Report
10. Board Member Comments
11. Adjourn

Sincerely,



Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

December 9, 2019

- 5:00 p.m. Study Session** – *Location: Hughes, Resource Center*
- Topics:
- School Start Times
 - 2nd Review of Operational Expectations (OE) Indicators (Group 1)
 - *OE-3, Treatment of Community Stakeholders*
 - *OE-4, Personnel Administration*
 - *OE-5, Financial Planning*
 - *OE-6, Financial Administration*
 - *OE-7, Asset Protection*
 - *OE-8, Communication with and Counsel to the Board*
 - *OE-12, Facilities*
 - *OE-13, Technology*
-

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call		
	Approve Agenda		
	Oath of Office – <i>Siri Bliesner, Chris Carlson, and Eric Laliberte</i>		
	Public Comment		
	Host School		
	▪ <i>Juanita High School – Kelly Clapp, Principal</i>		
	Consent Agenda		
	▪ Vouchers		
	▪ Minutes – November 18 study session and board meeting	1	1
	▪ Human Resources Report	2	7
	▪ GC/CM Construction Change Order No. 4 Timberline Middle School (Site 72)	3	9
	▪ Donations	4	12
	Non-Consent Agenda		
	▪ 2410P, Graduation Requirements Second Reading/Approval	5	13

Time Action Policy Tab Page

Public and Community Affairs

Superintendent Report

Board Member Comments

- Highlights of 2019 WSSDA Annual Conference

Executive Session *for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease*

Adjourn

Next Board Meetings:

January 13, 2019

5:00 p.m. Study Session – Location: Hughes, Resource Center

Topic:

- 2nd Review of OE Indicators – Group 2
- Review of Operational Governance Policies 1-6

7:00 p.m. Board Meeting – Location: Board Room

January 25, 2019

8:30 a.m. Study Session – Location: Hughes, Resource Center

Topics:

- Equity Training
- Annual Work Plan Review
- Board Meeting Debrief/Self-Assessment
- Strategic Plan Update

**L.E. Scarr Resource Center
16250 NE 74th Street
Redmond, WA 98052**

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
November 18, 2019

The November 18, 2019 study session was called to order by President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

The following topics were discussed:

TOPICS

- Facility Advisory Committee Update
- 2nd Review of Results (R) Indicators
 - R-1, Mission of the Lake Washington School District
 - R-2, Academic Content Knowledge and Skills
 - R-3, Life Skills and Citizenship
- Legislative Connections

The meeting was adjourned at 6:30 p.m.

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
November 18, 2019

The board meeting was called to order by President Siri Bliesner at 7:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

Chris Carlson moved to approve the agenda. Seconded by Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

RECOGNITION

A reception was held prior to the board meeting to honor the semi-finalists of the National Merit Scholarship Program. There were 49 students in the district who qualified for this achievement by taking the PSAT/National Merit Scholarship Qualifying Test. Of the 1.6 million entrants, 50,000 will qualify for recognition. Of those 50,000, about one-third will qualify as semi-finalists. In February, approximately 15,000 will advance to finalist. The students and their families were recognized during the board meeting.

NATIONAL MERIT SEMI-FINALISTS

Eastlake High School:

Bobby Aiyer, Isabel Burney, Neha Dalia, Suraj Dhulipalla, Matthieu Le, Megan Mattappally, Shanmugam Meyyappan, Victoria Raggi, Rohit Ramesh, Emma Trueba, Bridget Wilson, Jenna Yuan, and Nathan Zeng

International Community School:

Alex Chang, Cheryl Li, Annalisa Mueller-Eberstein, and Aneesha Ramesh

Lake Washington High School:

Carlos Alvarez and Mark Hilwa

Nikola Tesla STEM High School:

Hyunjin Cho, Annie Denton, Aryo Kara, Isha Murali, Sowmya Pratipati, Devesh Sarda, Amrutha Srikanth, Anusha Srivastava, David Stanko, Aditi Subramanyam, Rishika Veeramachaneni, Maxwell Wang, and Callie Wharton

Redmond High School:

Jennifer Chou, Collin Dang, Kaan Ingec, Sathvik Kakanuru, Tejas Kalyan, Yuhui Li, Ashley Luty, Abhignya Mantha, Sofiya Mitchell, Maneesh Rajagopal, Deepti Ramani, Arpit Ranasaria, Sunidhi Ranganathan, Jordan Rothkowitz, Mukil Shanmugam, Ananya Srivastava, and Eileen Zhang

Chris Carlson moved to approve the consent agenda.
Seconded by Mark Stuart.

CONSENT AGENDA

Siri Bliesner, yes; Mark Stuart, yes; Chris Carlson, yes; Eric
Laliberte, yes; and Cassandra Sage, yes.

Motion carried.

Approval of November 4 study session and regular board
meeting minutes.

APPROVAL OF
MINUTES

Approval of November 18, 2019 Human Resources Report.

APPROVAL OF
HUMAN RESOURCES
REPORT

Approval of the following instructional materials for use in
the Lake Washington schools –

INSTRUCTIONAL
MATERIALS
ADOPTION

Title: Billy y las Rotas
Author: Senor Wooly
Publisher: Senor Wooly LLC
Copyright: 2016
No. of Copies: 32
Price: \$6.50 per book
School Requesting: Tesla STEM High School
Classification: Grade 9

Title: Critical Theory Today
Author: Lois Tyson
Publisher: Routledge
Copyright: 2014
No. of Copies: 150
Price: \$33.62
School Requesting: Tesla STEM High School
Classification: Grade 12

Title: Reading Milestones Levels 1-4
Author: Quigley, McAnally, Rose, King
Publisher: Pro-Ed
Copyright: 4th Edition
No. of Copies: Nine sets
Price: \$1,556.00 per set
School Requesting: Special Services
Classification: Elementary Learning Centers

Title: No Glamour Books-Following Directions,
Vocabulary, Listening Comprehension, Sentence
Structure
Author: Linda Mulstay-Muratore, Diane Hyde, Lynn
Flahive, Janet Lanza, Monica Gustafson
Publisher: Pro-Ed
Copyright: 2009
No. of Copies: 9 Sets of 4 Books

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
November 18, 2019

Price: \$188.00 per set
School Requesting: Special Services
Classification: Elementary Learning Centers

Title: Multiple Skills Series – Picture, Prep, A, B Levels
Author: Richard Boning
Publisher: McGraw Hill
Copyright: 2018
No. of Copies: 9 sets
Price: \$700.00 per set
School Requesting: Special Services
Classification: Elementary Learning Centers

Title: Other Words for Home
Author: Jasmine Warga
Publisher: Balzer & Bray
Copyright: 2019
No. of Copies: 60
Price: \$11.72 per book
School Requesting: Kamiakin Middle School
Classification: Grade 6

Title: Maus Volumes 1 & 2
Author: Art Spiegelman
Publisher: Penguin
Copyright: 1996
No. of Copies: 30
Price: \$20.00 per book
School Requesting: Lake Washington High School
Classification: Grade 10

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Lake Washington Schools Foundation to Lake Washington School District in the amount of \$34,322.20 to support LINKS (\$30,000.00) and parent education for social, emotional, well-being (\$2,000.00); and purchase library books (\$2,322.20).

Acceptance from Louisa May Alcott Elementary PTSA to Alcott Elementary School in the amount of \$8,185.00 to provide stipends for PTSA liaison, choir/act club, running club, and cup stacking club.

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of \$32,794.75 to provide stipends for intramural sports, math clubs, Green Team, reading club, student council, outdoor education and choir (\$23,374.75); and support classroom enrichment (\$1,590.00), field trips (\$5,580.00), and outdoor education (\$2,250.00)

Acceptance from Horace Mann Elementary PTA to Mann Elementary School in the amount of \$5,719.47 to provide stipends for choir and peer support club.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
November 18, 2019

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary School in the amount of \$12,295.92 to provide stipends for student leadership, audio visual club, and Accelerated Reader support (\$7,398.42); and purchase site license for STAR Reader and Accelerated Reader (\$4,897.50).

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle School in the amount of \$4,300.00 to purchase school planners (\$3,000.00) and library books (\$1,300.00).

Acceptance from Renaissance School PTSA to Renaissance in the amount of \$21,000.00 to provide classroom enrichment (\$10,500.00) and student scholarships (\$1,000.00); purchase classroom supplies (\$4,750.00); and support extracurricular activities (\$4,750.00).

TOTAL \$118,617.34

NON-CONSENT
AGENDA

Mike Van Orden, Associate Superintendent, Teaching and Learning Services, presented 2410P, Graduation Requirements, for first reading. A draft of the procedures was reviewed earlier at the November 4 study session. At the December 9 board meeting, 2410P will be presented for second reading/adoption.

During the last legislative session, House Bill 1599 (HB 1599), Multiple Pathways to Graduation, was approved. HB 1599 expands the ways Washington students show their readiness for their next step after high schools. This includes new and updated requirements for:

- the state assessment system,
- graduation “pathway” options,
- course credits and enrollment,
- the High School and Beyond Plan (HSBP), and
- waivers.

He responded to questions from board members.

Siri Bliesner related that the Operational Governance Policies (OGP) are now being submitted for first reading. These policies focus on board functions and tasks and were formerly exhibits contained in the Governance Process (GP) policies.

OPERATIONAL
GOVERNANCE
POLICIES (OGP)
FIRST READING

These Operational Governance Policies (OGP) are being presented for first reading and will be further discussed at the December 9 study session and presented for second reading/adoption at the December 9 Board Meeting:

- OGP-1, School Board Legal Status (Director District Boundaries)
- OGP-2, School Board Elections/Board Member Qualifications
- OGP-3, Regular Board Meetings/Special Board Meetings/Executive Sessions/Study Sessions
- OGP-4, Quorum
- OGP-5, Board Organizational Meeting

Sally Askman, Director of Technology, and Mindy Mallon, Director of Technology Integration, provided an update on the Technology. In the Lake Washington School District, there are: 32,000 computers; 35,000 Office 365 Accounts; and 75 miles of private fiber network with 55 campuses and 31,000 students being served with a support ratio of 1 technology staff member to 600 users. They highlighted each of these areas: providing a safe, appropriate digital learning environment; offering flexible, powerful technology; developing strategic partnerships, and ensuring a resilient, robust, secure network. They responded to board members questions.

Eric Laliberte reported that the district is strategizing to ensure effective connections during the upcoming legislative session. Meetings will be scheduled with area legislators in December to discuss the district's legislative priorities.

STRATEGIC PLAN
CONNECTIONS
TECHNOLOGY
OPERATIONS AND
INTEGRATION

PUBLIC AND
COMMUNITY AFFAIRS

Dr. Stavem expressed her gratitude for the resources available for students and staff, the dedication of board members, a supportive community, and valuable partnerships that support the Lake Washington School District. She thanked everyone for their hard work and continued support.

SUPERINTENDENT
REPORT

Cassandra Sage attended a Community Forum in Sammamish on drugs which instructed parents on what they should look for and how to have conversations about drugs with their children. She also attended a training to help deal with the stress of assisting children with critical medical needs.

BOARD MEMBER
COMMENTS

Eric Laliberte moved to adjourn at 8:45 p.m. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:45 p.m.

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

December 9, 2019



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Aleksandrov, Yuriy	Bus/Truck Mechanic	Bus Shop/Admin	\$32.56	07/19/19	Repl. R. Higginbotham
Barnes, Carol P3	Teacher	Lake Washington HS	A-0	11/21/19	Repl. N. Minke
Bernard, Glen	Bus Driver	Transportation	\$25.57	04/17/19	Budgeted
Blagojevic, Mladen	Custodial Services Supervisor	Facilities	\$91,450.00	09/03/19	Budgeted
Colburn, Terri	Office Manager II	Lake Washington HS	\$25.70	06/10/19	Repl. K. Wilkinson
Collins, Glen	Custodial Services Supervisor	Facilities	\$91,450.00	09/03/19	Budgeted
Cruz, Catherine	Family Engagement & Outreach Coord	Resource Center	\$91,450.00	08/08/19	Budgeted
Dixon, David	Bus Driver	Transportation	\$25.57	03/27/19	Budgeted
Garrod, Karen NC	Teacher	Redmond Elem	C-0	01/06/20	Leave Replacement
Green, Robin	Health Services Specialist	Special Services	\$43.80	09/03/19	Budgeted
Henderlight, Michael	Campus Security Monitor/IA	Timberline MS	\$27.76/\$19.42	09/03/19	Budgeted
McEvers, Anna P3	.5 Teacher	Timberline MS	D-0	11/27/19	Budgeted
Melland Wilson, Amber	Health Services Specialist	Special Services	\$43.80	09/03/19	Budgeted
Mohr, Rebecca	Special Ed Para Ed Reserve	Special Services	\$19.40	05/06/19	Budgeted
Raban, Regi	Campus Security Monitor	Juanita HS	\$27.76	09/03/19	Budgeted
Reynolds, Emilie	Tech Support Specialist	Resource Center	\$29.77	07/15/19	Repl. R. Egan
Robinson, Timothy NC	.6 Teacher	Lake Washington HS	D-5	12/02/19	Leave Replacement
Swisa, Jennifer	Health Services Specialist	Special Services	\$43.80	08/26/19	Budgeted
Thompson, Rebecca P3	Teacher	Kamiakin MS	C-0	11/25/19	Repl. P. Lassinger/ K. Coonan
Young, Samantha	Health Services Specialist	Special Services	\$43.80	09/03/19	Repl. M. VanFossen

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Anderson, Scott	Bus Driver	Transportation	09/14/15	12/06/19	Resignation
Blake Jr, William	Safety & Security Supervisor	Support Services	09/05/18	12/06/19	Resignation
Buckley, Hal	Bus Driver	Transportation	02/09/11	11/27/19	Resignation
Correa Colorado, Wilmer	Custodian	Kamiakin MS	02/14/08	12/20/19	Resignation

Human Resources Board Report

December 9, 2019



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Fassburg, Julie	Special Ed Para Ed	McAuliffe Elem	08/26/19	12/20/19	Resignation
Porter, Cathi	Health Room Secretary	Inglewood MS	09/06/16	01/10/20	Resignation
Sheeks, Mark	Systems Admin II	Resource Center	03/09/09	11/27/19	Retirement
Sibley, David	Special Ed Para Ed	LOA	12/14/16	01/06/20	Resignation
Swan, Joy	Special Ed Para Ed	LOA	02/01/17	11/18/19	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Brewe, Sarah	Juanita HS	.6 C to .6 C/.1 NC	10/07/19
Downs, Rebecca	Timberline MS	.6 C to .7 C	01/27/20
Ferguson, Paula	Redmond HS/Dickinson Elem	.8 C to 1.0 C	09/03/19
Hay, Natalie	Alcott Elem	1.0 P3 to 1.0 P1	08/26/19
Millard, Regina	Dickinson Elem	1.0 P3 to 1.0 P1	08/26/19
Saura, Whitney	Carson Elem	.6 C to .6 C/.1 NC	11/18/19

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Chung, Jong	Custodian	Head Custodian I	08/29/19	Repl. M. Quiroga	\$22.47
Freitas Gordon, Rosemary	Admin Secretary II	Admin Secretary III	08/01/19	Repl. M. Rogers	\$25.70
Hagerman, Scott	Instructional Assist	Campus Security Monitor	09/03/19	Repl. R. Pomerinke	\$27.76
Tugan, Arsen	Custodian	Head Custodian I	09/18/19	Repl. S. St. Kitts	\$22.47

GC/CM CONSTRUCTION CHANGE ORDER NO. 4
TIMBERLINE MIDDLE SCHOOL (SITE 72)

December 9, 2019

SITUATION

On October 2, 2017, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Timberline Middle School (the new school in Redmond Ridge).

Construction Change Order No. 4 for Timberline Middle School is attached for your review. The change order includes forty-one (41) changes to the construction contract for the Timberline Middle School project. Forty (40) changes are additive costs, and one (1) change is a deductive cost.

Fourteen (14) Change Order Proposals (COPs) are due to design coordination issues:

- COP 229 revises the placement of mechanical equipment in Room 241
- COP 292 revises ceiling detail in corridor 136 (deductive)
- COP 295 adds window film at lockdown shade locations
- COP 311 revises the location of the downspout collector box to avoid conflict with the expansion joint as installed in the field
- COP 341 revises door stops in fifteen locations from wall stops to floor stops to accommodate the limited swing of the doors
- COP 356 provides plumbing routing for ice-maker in the training room
- COP 357 provides a 1" aluminum threshold in two classrooms to conceal the floor gap between the concrete floor slab and storefront
- COP 366 replaces ducting and sidewall grilles to achieve specified air flow at one mechanical unit
- COP 367 adds paint on the interior side of the bi-fold doors at the serverly
- COP 376 revises plumbing to mechanical units to meet the design intent
- COP 385 adds metal shrouds to cover the head jamb at the serverly bi-fold doors
- COP 403 revises electrical requirements to kitchen equipment
- COP 414 adds a dryer exhaust duct power ventilator to accommodate the long duct run between the dryer and location of roof exhaust
- COP 416 revises plumbing routing for the island sinks in food classroom to allow for proper balance of system

Eight (8) COPs are due to regulatory agency requirements:

- COP 351 revises handrail termination at four locations to meet ADA guidelines
- COP 389 revises fire lane signage at the request of King County Site Inspector
- COP 390 relocates the intercom call button at every classroom to ADA accessible height
- COP 399 adds handrails to main stair in Gather Mall and cane detection rails to east and west stairs at the request of the King County Inspector
- COP 400 adds 8" of import topsoil with eco-turf seed mix along the east side of the track per the request of King County

- COP 408 adds new 5/8" minus crushed rock at the existing Pond Maintenance Access Roads per the request of King County
- COP 410 adds exit signage at the request of King County inspector
- COP 428 adds grease interceptors to the food classrooms at the request of King County Inspector

Two (2) COPs are due to unforeseen conditions:

- COP 331 removes snow and debris associated with heavy snowfalls in February 2019
- COP 419 removes additional 32 trees deemed unsafe and unhealthy by Northwest Arboriculture

Seventeen (17) COPs are for owner requested changes:

- COP 286 revises teaching wall location in art room
- COP 309 provides electrical rough-in to display cases
- COP 318 provides security bollards and adds magnetic holds at select doors per the request of the District's Safety and Security Supervisor
- COP 321 revises locker room shower stall
- COP 353 adds an exterior reader board and revises interior signage requirements
- COP 365 relocates large format display at two locations from 60" to 84"
- COP 370 adds signage to all student restrooms in academic wing
- COP 381 adds privacy film in administrative office and conference room
- COP 391 adds additional roof ballast at the Northern low roof areas to match the rest of the visible roof areas
- COP 392 revises plumbing to accommodate chemical dispenser in the kitchen
- COP 396 adds yellow stripe on the back side of the curb in student drop-off area to increase visibility of the curb
- COP 398 adds display cases in two locations
- COP 402 adds purge button in art room to provide emergency exhaust in kiln area
- COP 422 adds battery back-up to six doors to allow card access in case of a power outage
- COP 432 revises door 112B (from gather mall to academic wing) to add locking hardware allowing the public spaces to be separated from the academic wing
- COP 436 provides interpretive signage at feature walls and graphics to provide context for these design elements
- COP 445 revises appliance requirements in teacher workrooms

GC/CM Construction Change Order No. 4
Timberline Middle School (Site 72)
December 9, 2019

The total of the change orders for this project is 6.27% of the established construction GMP. The cost of the changes from Change Order No. 4 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	\$58,080,575
Current Change Order	
Change Order No. 4	\$329,509
Total Change Orders	
Change Orders No. 1 through 4	\$3,640,110
Contract Amount including this Change Order	\$61,720,685

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 4 with Lydig Construction, Inc. for the Timberline Middle School project in the amount of \$329,509 plus sales tax. Approval of this change order results in a revised GMP of \$61,720,685.



CHANGE ORDER NO.

04

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 12/9/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

COP	CCD	Description	Amount
229	35	CE #229 - CCD-035 - M241 Revisions	47,604.02
286	53	CE #286 - CCD 053 - Art Classroom Revisions	7,258.37
292		CE #292 - RFI 463 - Ceiling Details in Corridor 136	(867.00)
295		CE #295 - RFI 473 - Window Film at Lockdown Shade Locations	6,824.00
309	55	CE #309 - CCD 055 - Display Case Electrical Rough-In	3,964.71
311		CE #311 - RFI #478 - Collector Box at Expansion Joint Revision	571.52
318	40	CE #318 - CCD 040 - Security Walk Bollards and Integrated Door Revisions	9,670.29
321		CE #321 - RFI #487 - Locker Room Shower	2,377.12
331		CE #331 - Winter Weather Delays	7,838.31
341		CE #341 - RFI #506 - Door Stop Revision Confirmation	680.60
351	60	CE #351 - CCD 060 - Handrail Extension	18,692.24
353		CE #353 - RFI #517 - Signage Clarifications	11,658.04
356		CE #356 - RFI #516 - Training Room Ice Maker Plumbing Rough In Clarification	3,209.00
357		CE #357 - RFI #521 - Exposed Floor Gap Coverage Confirmation	4,998.67
365		CE #365 - RFI #524 - Visual Display Relocation	3,450.50
366		CE #366 - RFI #525 - Design Flow Clarifications	1,585.00
367		CE #367 - RFI #526 - Counter Balance Bi-Fold Door Finish Confirmation	4,435.44
370	63	CE #370 - CCD 063 - Restroom Signage	11,828.65
376		CE #376 - RFI #527 - Design Flow Clarifications Update	11,238.20
381		CE #381 - COP 036 - Film at Admin Relites	2,161.00
385		CE #385 - RFI #534 - Counter Balance Bi-Fold Door Head Shroud Confirmation	9,477.70
389		CE #389 - RFI #537 - Fire Lane Signage Revision Confirmation	4,225.32
390		CE #390 - RFI #538 - Intercom Call Button Relocation	8,774.14
391		CE #391 - RFI #539 - Roof Ballast Confirmation	8,151.00
392		CE #392 - RFI #541 - Kitchen Chemical Dispenser Plumbing Revisions	4,321.69
396	64	CE #396 - CCD 064 - Drop Off Stripe	809.81
398	69	CE #398 - CCD 069 - Display Cases	1,996.15
399	70	CE #399 - CCD 070 - Handrail and Cane Detection Rails	9,946.73
400	72	CE #400 - CCD 072 - Clearing Limits Revision	16,786.75
402		CE #402 - Purge Button at Art Room	1,189.65
403		CE #403 - RFI #092 - Added Kitchen Equipment Connections	1,444.16
408	74	CE #408 - CCD 074 - Existing King County Pond Maintenance Access	36,518.35
410	75	CE #410 - CCD 075 - Additional Exit Signage	2,240.99
414		CE #414 - RFI #549 - Dryer Duct Length	3,268.00
416		CE #416 - RFI #551 - Room 227 DHWC Line	4,079.45
419	78	CE #419 - CCD 078 - Revised Tree Retention Plan	21,231.40
422	79	CE #422 - CCD 079 - Door Battery Back-Up	1,673.49



CHANGE ORDER NO.

04

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 12/9/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

428	81	CE #428 - CCD 081 - Grease Interceptors at Foods Classroom	27,445.99
432		CE #432 - RFI #540 & #571 - Door Revs at 112B	3,036.71
436		CE #436 - Interior Interpretive Signage	796.17
445		CE #445 revised appliances in teacher workrooms	2,916.93

Combined Total: 329,509.26

Not valid until signed by the Owner. Signature of the Contractor indicates agreement herewith, including any adjustments in the Contract Sum and the Contract time.

The Original Contract Sum was \$58,080,575

Net Change by previously authorized Change Orders..... CO 01 through CO 03 \$3,310,601

The Contract Sum prior to this Change Order was..... \$61,391,176

The Contract Sum will be **increased** decreased ~~unchanged~~ by this Change Order..... \$329,509

The new Contract Sum including this Change Order is \$61,720,685

The Contract time will be ~~increased~~ decreased **unchanged** by..... 0 days

The date of Substantial Completion as of the date of this Change Order June 30, 2019

Amounts exclude State Sales Tax.

CONTRACTOR'S ACCEPTANCE

BY: Kevin McCarry

SIGNED: [Signature]

TITLE: Senior Project Manager

DATE: 11/27/2019

ARCHITECT'S RECOMMENDATION

BY: HEIDI BUCHBERGER

SIGNED: [Signature]

TITLE: ARCHITECTURAL ASSOCIATE

DATE: 11/27/19

OWNER'S ACCEPTANCE

BY:

SIGNED: Brian Buck

TITLE: Director, Support Services

DATE:

PROGRAM MANAGER'S RECOMMENDATION

BY: [Signature]

SIGNED: Stephen Murakami

TITLE: Program Manager

DATE: 11/27/19

DONATIONS

December 9, 2019

SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Audubon Elementary PTSA to Audubon Elementary School	\$1,626.68	To provide stipend for choir.
Elizabeth Blackwell PTSA to Blackwell Elementary School	\$4,932.00	To provide stipends for running club and basketball club.
Ella Baker PTSA to Baker Elementary School	\$1,083.00	To purchase library books.
Ben Franklin PTA to Franklin Elementary School	\$7,000.00	To purchase playground equipment.
Ben Rush PTA to Rush Elementary School	\$8,830.00	To purchase Nature Vision program (\$7,830.00); provide bus transportation (\$500.00); and support extracurricular activities (\$500.00).
Samantha Smith PTSA to Smith Elementary School	\$4,000.00	To purchase art supplies.
H.D. Thoreau Elementary PTA to Thoreau Elementary School	\$5,325.90	To provide stipends for outdoor education and student leadership.
Harish Kulkarni and Aparna Varadharajan to Rose Hill Middle School	\$2,500.00	To support robotics.
Boeing Employees Credit Union to Eastlake High School	\$3,000.00	To support DECA.
Lake Washington High School Boosters to Lake Washington High School	\$1,072.49	To support extra-curricular activities.
TOTAL	\$39,370.07	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the December 9, 2019 board meeting.

2410P, GRADUATION REQUIREMENTS
SECOND READING/ APPROVAL

December 9, 2019

SITUATION

During the last legislative session, House Bill 1599 (HB 1599), Multiple Pathways to Graduation, was approved. HB 1599 expands the ways Washington students show their readiness for their next steps after high schools and includes new and updated requirements for:

- the state assessment system,
- the High School and Beyond Plan (HSBP),
- course credits and enrollment,
- graduation “pathway options,” and
- waivers.

A draft of Procedure #2410P, Graduation Requirements, for Students in the Class of 2020 and Beyond, includes new and updated graduation requirements which was shared at the November 4 study session and presented to the Board for a first reading at the November 18 board meeting. The procedures have been further updated based on subsequent state rulemaking and guidance. One document reflects the changes and the other is a clean copy.

RECOMMENDATION

The Board of Directors approves the revisions to 2410P, Graduation Requirements, as presented.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

FOR STUDENTS IN THE CLASS OF 2020 AND BEYOND

Each student must meet the following requirements to graduate from high school:

- A. Demonstrate career and college readiness by completing a High School and Beyond Plan
- B. Complete the credit requirements in this procedure
- C. Meet the requirements of at least one graduation pathway option in this procedure

A. High School and Beyond Plan Requirements

Each student must have a High School and Beyond Plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school. Students must begin the planning process for the High School and Beyond Plan in seventh or eighth grade. In preparation for initiating a High School and Beyond Plan, each student must first complete a career interest and skills inventory. School staff will update students' plans to reflect high school assessment results. Each student's High School and Beyond Plan will be updated to inform junior year course taking.

The district encourages parents/guardians to be involved in the process of developing and updating students' High School and Beyond Plans. Students' plans will be provided to students' parents/guardians in their native language if that language is one of the two most frequent spoken non-English languages of students in the district.

For students with an Individualized Education Program (IEP), the High School and Beyond Plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All High School and Beyond Plans will, at a minimum, include the following:

1. Identification of career goals, aided by a skills and interest assessment
2. Identification of educational goals
3. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, Career and Technical Education Programs, running start programs, Advanced Placement courses, International Baccalaureate programs, and college in the high school programs
4. Information about the college bound scholarship program established in RCW 28B.118
5. A four-year plan for course taking that does the following:
 - a. Includes information about options for satisfying state and local graduation requirements
 - b. Satisfies state and local graduation requirements
 - c. Aligns with the student's secondary and post-secondary goals, which can include education, training, and career
 - d. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals
 - e. Includes information about the college bound scholarship program

- f. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a post-secondary program:
 - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to students who are, or have been, in foster care; information specific to students who are or at-risk of being homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
 - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians to fill out financial aid applications.
- g. By the end of the 12th grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

"Personalized pathway" in this procedure means a locally determined body of coursework identified in a student's High School and Beyond Plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student. A personalized pathway means up to three (3) course credits chosen by a student under Section B, Credit-Based Graduation Requirements, subsection B. 6 and subsection B. 8 that prepare the student to meet specific post-secondary career or educational goals.

B. Credit-Based Graduation Requirements

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the class of 2020 and beyond, shall total 24 credits in this section, except as otherwise provided in subsection 10 of this section.

1. **Four (4) English/language arts credits** (reading, writing, and communications) that at minimum align with the state standards in English Language Arts.
2. **Three (3) mathematics credits** that satisfy the requirements set forth in this subsection:
 - a. Unless otherwise provided for in subsection b. of this section, the three (3) mathematics credits required under this section must include: Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and High School and Beyond Plan and preparing the student to meet state standards for graduation under the assessment system with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request (Appendix D) for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section;
 - b. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, may either:
 - i. Repeat the course(s) for credit in high school; or earn three (3) credits of high school mathematics in different math subjects than those completed prior to high school. The student must take Algebra I or Integrated Math I and Geometry or Integrated Math II in high

- school if the student did not complete these courses at the high school level, prior to high school.
- ii. The student does not need to repeat the course if the student already took the course at the high school level, prior to high school.
3. **Three (3) science credits**, at least two (2) credits of which must be in laboratory science as provided in subsection a. of this section. A student may choose the content of the third credit of science, based on the student's interests and High School and Beyond Plan, with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must, in all cases, give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section.
 - a. "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models, and theories of science. A laboratory science course meeting these requirements may include courses conducted in classroom facilities specially designed for laboratory science or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.
 4. **Three (3) social studies credits** (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement that, at minimum, aligns with the State standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
 - a. One (1) credit shall be required in United States history.
 - b. Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington State history must be noted on each student's transcript. The Washington State history and government requirement may be waived by the principal for students who:
 - i. have successfully completed a state history and government course of study in another state; or,
 - ii. are in 11th or 12th grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.
 - c. One (1) credit shall be required in Contemporary World History, Geography, and Problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 - d. One-half (.5) credit shall be required in civics and include, at a minimum, the content listed in RCW 28A.230.093.
 - i. Beginning with the **2020-21 school year**, each high school must provide a mandatory one-half (.5) credit stand-alone course in civics for each high school student. Except as provided by subsection c. of this section, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection.
 - ii. Credit awarded to students who complete the civics course must be applied to course credit requirements in social studies that are required for high school graduation.

- iii. Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and post-secondary credit.
- iv. The content of the civics course must include, but is not limited to:
 - (A) Federal, state, tribal, and local government organization and procedures;
 - (B) Rights and responsibilities of citizens addressed in the Constitutions of Washington State and United States;
 - (C) Current issues addressed at each level of government;
 - (D) Electoral issues, including elections, ballot measures, initiatives, and referenda; or,
 - (E) The study and completion of the civics component of the federally administered naturalization test required.

5. **Two (2) health and physical education credits** (.5 credit health; 1.5 credits physical education) that, at minimum, align with the state standards in health and physical education
- a. One-half (.5) credit shall be met by a course covering the state health standards at the high school level.
 - b. One-and-one-half (1.5) credits of the physical education portion of the requirement shall be met by coursework in physical education. In accordance with RCW 28A.230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education (Appendix C). In accordance with WAC 180-51-067, such excused students shall be required to demonstrate competency/mastery of the knowledge portion of the physical education requirement through participation in a district-approved and administered assessment or other district-approved means of demonstrating proficiency based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities.
6. **Two (2) arts credits** that, at minimum, align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in Section A, High School and Beyond Plan Requirements.
7. **One (1) credit in career and technical education.** A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the Office of the Superintendent of Public Instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills, under CTE student learning goal four, and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the Office of the Superintendent of Public Instruction.
- a. Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.
 - b. Students who earn a graduation requirement credit in a non-CTE course determined by the district office or by the Office of Superintendent of Public Instruction to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject.

- c. The student earns one (1) credit while meeting two graduation requirements, a career and technical education requirement and the non-career and technical education subject requirement. The total number of credits required for graduation remains unchanged, and the students will need to earn an additional elective credit.

8. **Two (2) credits in world languages.** If the student has chosen a four-year degree pathway under Section A, “High School and Beyond Plan Requirements,” the student shall be advised to earn two (2) credits in world languages. Alternatively, students may use one or both options below:
- a. The two (2) credits may be replaced with a personalized pathway (Appendix E) requirement as provided in Section A, High School and Beyond Plan Requirements.
 - b. **World Language Competency/Proficiency Credit:** In our state’s diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online, or time spent living abroad. Students who wish to pursue competency/proficiency credit must sign up to participate in a district-sponsored World Language Assessment Day and complete an assessment to determine language proficiency. Several assessment days are to be scheduled each year. The first attempt is free. If students demonstrate at least a Novice Mid proficiency level, they will receive a letter indicating proficiency levels and the number of high school credits earned.

The district will award one (1) or more credits based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines as follows:

- Novice Mid – One (1) credit
- Novice High – Two (2) credits
- Intermediate Low – Three (3) credits
- Intermediate Mid – Four (4) credits

9. **Four (4) credits of electives.**
10. **Individual students may request to waive up to two (2) elective credits required for graduation, based on a student’s circumstances.** Circumstances could include homelessness, limited English proficiency, medical conditions, disabilities, inability to retake classes or enroll in remedial classes free of charge, or other individual student circumstance (e.g. emergency, natural disaster, trauma, personal or family crisis) that directly compromises a student’s ability to learn. The professional judgment of the building principal or designee will determine whether the request shall be granted. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of Section B, Credit-Based Graduation Requirements.
11. **Career and technical courses determined to be equivalent to academic core courses,** in full or in part, by the district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student’s transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. Equivalent career and technical education courses can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of Section B, Credit-Based Graduation Requirements.

C. Graduation Pathway Option Requirements

Students must achieve one or more of the following pathway options:

1. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education in English Language Arts (ELA) and math;
2. Complete and qualify for at least one (1) high school credit in dual credit courses in English Language Arts and one (1) high school credit in dual credit courses in math, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit at the 100 level or higher after completing the course;
3. Earn at least one (1) credit in a high school transition course in English Language Arts, and one (1) credit in a high school transition course in math when completion of the course will ensure college-level placement in a community college or state college or university;
4. Earn at least one (1) high school credit in English Language Arts and at least one (1) credit in state in math in state approved Advanced Placement courses with a C+ grade each term or score of three (3) or higher on the AP exam; a C+ each term in state approved Cambridge International courses or E on state approved Cambridge International exams; or C+ each term in International Baccalaureate (IB) courses or four (4) on IB exams;
5. Meet or exceed the scores established by the State Board of Education for the Scholastic Assessment Test (SAT) or American College Testing (ACT);
6. Meet any combination of at least one (1) English Language Arts option and at least one (1) math option as described above;
7. Meet standard in the Armed Services Vocational Aptitude Battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment; or
8. Complete a sequence of CTE courses that are relevant to a student's post-secondary pathway, including those leading to workforce entry, state, or nationally approved apprenticeships, or post-secondary education and that meet either:
 - a. The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
 - b. Complete a sequence of career and technical education (CTE) courses as defined in RCW 28A.700.030 and that:
 - i. Include courses within the same career and technical education program area; or,
 - ii. Include courses within one (1) or more career and technical program areas that are approved by the district Career and Technical Education Advisory Committee established under RCW 28A.150.500 and submitted to the Office of the Superintendent of Public Instruction for an expedited approval.

Students with IEPs in the classes of 2020 and 2021 have the option to use the existing Certificate of Individual Achievement process if the student and the IEP team determine that none of the pathways are appropriate. IEP teams should work with students to determine first which of the new graduation pathways would best serve the student, and consider what, if any, additional supports are needed for the student to access that pathway. If, for the classes of 2020 and 2021, the IEP team determines none of the pathways serve the student, other measures may be used to demonstrate skills and abilities of the student.

An expedited appeal process for waiving specific pathway graduation requirements is available to eligible students in the classes of 2014 through 2020. Students, parents, guardians, or principals

may initiate a waiver request for an eligible student. This option is not available for the class of 2021 and beyond.

Provisions Related to Graduation Requirements

A. Special Education, Section 504 Accommodations, and English Learner Programs

1. **Granting High School Graduation Credit for Students with Special Educational Needs**
A student with an individualized education program must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation requirements. In limited circumstances, when determined necessary by the individualized education program team due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the individualized education program team course of study and aligned to the student's high school and beyond plan.

2. **Granting High School Graduation for Students with Section 504 Accommodation Plan**
No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. A student's Section 504 Accommodation Plan team shall consider the graduation requirements for inclusion in the student's Section 504 Accommodation Plan when a student with disability registers for grade nine or when a student qualifies for a Section 504 Plan after ninth grade.

For a high school student with a Section 504 Accommodation Plan, the students' Section 504 Accommodation team shall determine whether the student will pursue graduation requirements with or without accommodation(s).

3. **Variations for Students Served by the English Learner Program**
Students served by our English Learner Program will be provided opportunity to complete the graduation requirements. Graduation requirements for these students shall be as stated unless modified in an individual graduation plan developed and annually reviewed by a team including school staff, teachers of the student, parent/guardian of the student, and the student. Specifications for standards shall not be modified to permit completion in a language other than English.

B. Course of Study

1. **District Application of State Requirements**
The course content and the determination of which courses satisfy particular state and subject area requirements and whether a particular course may satisfy more than one subject area requirement for different students shall be determined by the district.
2. **Course of Studies and Related Sequences**
It is the responsibility of the principal to provide courses of studies and related sequences which prepare students to accomplish the district graduation requirements and to allow any student who wishes to put forth the necessary effort to meet college admissions entrance requirements. Each high school will identify clearly to students and their parents/guardians those courses which meet the College Academic Distribution Requirements (CADRs) for College Admissions to in-state,

post-secondary four-year institution.

High school principals may make exceptions to these courses of studies and related sequences for high school students who:

- Transfer into the state and have already earned five (5) or more credits but who shall not be able to make normal progress toward graduation with their class without an exception;
- Fail a course and jointly enroll in the failed course and another course in the same subject area if such other course does not require the failed course as a prerequisite and the students are not able to make normal progress toward graduation with their class without an exception;
- Have mastered the content of any given course or have successfully received credits under the state mandated Running Start Program, may be granted an exemption from the course of studies and related sequences by the high school principal.

C. High School Credit—Definition

Students will earn credits in courses taken or as defined below from post-secondary institutions and from accredited private school. These credits will be recorded on the student's transcript for communicating coursework to post-secondary institutions. The term "high school credit," the equivalency of one-year of study, shall be defined in accordance with WAC 180-51-050:

1. At the high school level, 135 hours of planned instruction equals one (1) high school credit. Planned instruction includes educationally related activities that are conducted in and out of school or satisfactory demonstration by a student of established standards pursuant to this policy.
2. At the adult education level, 180 (50 minute) hours of planned in-school instruction or 9,000 minutes or, in lieu thereof, 90 (50-minute) hours or more of planned in school instruction and three hours of planned individual study homework substituted for each (50 minute) hour of in-school instruction less than 180 equal(s) one (1) high school credit.
3. At the college or university level, five (5) quarter hours or three (3) semester hours may equal up to one (1) high school credit depending upon course content equivalency.
4. High school credits from community and technical colleges may be earned by juniors and seniors through the Running Start Program. If accepted into this program, WAC 180-51-050 provides for the conversion of college credits to high school credits at the rate of one (1) high school credit for five (5) college quarter or three (3) college semester hour credits.
5. The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance of a credit. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

D. High School Credit for Courses Completed Before Attending High School

Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall automatically be given high school credit, which shall be applied to fulfilling high school graduation requirements if:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district Board of Directors.

At the request of the student and the student's parent/guardian, high school credit earned before high school may be transcribed with a non-numerical grade. A non-numerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a non-numerical grade will apply to fulfilling high school graduation requirements.

A student and the student's parent/guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school or if they want to request that credit be transcribed with a non-numerical grade.

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

E. High School Credit from Accredited Public or Private Secondary Credit-Providing Institutions for Students Concurrently Enrolled in District Schools

For students currently enrolled in district schools, the high school principal may accept credits for high school graduation from a non-district public high school, an accredited private school, or from a post-secondary institution providing non-college credit. Acceptance of such credit is limited to three (3) credits for courses offered by the district high school. In addition, classes may also be accepted if the student is not able to take the class in his/her high school because of scheduling conflicts or because the class is not available in his/her high school. To be accepted for credit the student and or his/her parent/guardian must:

1. Be already enrolled with a full load in district schools;
2. Complete a written proposal (Appendix B) for approval of credit for the class, which is submitted to the principal for preapproval; and,
3. The proposal must be preapproved to be eligible for district acceptance of credit prior to the taking of the class and contain the following:
 - a. name of class,
 - b. objectives,
 - c. length of time,
 - d. description of how credits shall be determined,
 - e. content outline of program and/or major learning,
 - f. description of how student performance shall be assessed,
 - g. qualifications of instructional personnel, and
 - h. reason the class cannot be taken in a district high school.

The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

F. Equivalency Credit for Alternative Learning Experiences, Non-High School Courses, Work Experience, Community Service, and Challenges.

It is the principal's responsibility to provide for the awarding of equivalency credit for alternative learning experiences, non-high school courses, work experience, community service, and challenges. High school credits may be given and recorded on the transcript. The principal may grant high school graduation credit for planned learning experiences conducted away from the school. Examples of planned learning experiences are travel study, work-study, community service, private lessons, distance learning, etc. One (1) credit is awarded on the basis of 135 (60 minutes) hours of instruction. Students may not seek equivalency credit in physical education; instead, students who request to be excused from PE under RCW 28A 230.050 must demonstrate competency/mastery of the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment. Persons requesting the granting of credit for out-of-school learning activities are to complete a written proposal (Appendix A) for approval of credit submitted to the principal. This proposal is to be submitted prior to the experience and contain the following:

- a. name of course/program,
- b. objectives,
- c. length of time,
- d. description of how credits shall be determined,
- e. content outline of program and/or major learning,
- f. description of how student performance shall be assessed,
- g. qualifications of instructional personnel, and
- h. plans for evaluation of program.

The professional judgment of the building principal will determine whether or not an experience or a challenge meets the district's standard for recognition and acceptance. Decisions of the principal may be appealed to the superintendent or designee within 15 school days of the initial decision.

G. Physical Education Excuse and Proficiency/Competency Demonstration

Individual students requesting to be excused from coursework in Physical Education (PE) must complete the appropriate "Request for Excuse from Physical Education" for their graduating class (Appendix C). The form is to be submitted to the principal or designee for approval.

H. Procedural Process - Graduation Requirements

1. Requirements for Graduation

Changes in graduation requirements shall be made in accordance with state requirements (WAC 180-51-035).

2. Copies of Graduation Requirements for Each Year

Each high school shall keep on file, for student and public inspection, a copy of the state board and district rules and regulations regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years.

I. Yearly Graduation Information and Progress Report

Commencing with the beginning of the ninth grade and each year thereafter, each high school shall provide each student and his/her parent/guardian with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parent/guardian of alternative education experiences, including summer school opportunities.

Approved:

XX/XX/XXXX

Revised:

Forms:

Appendix A, Request for Credit for Equivalency Course of Study

Appendix B, Request for Acceptance – Out of District Credit

Appendix C, Request for Excuse from Physical Education

Appendix D, Request for Third Credit of High School Level Mathematics other than Algebra 2 (Advanced Algebra)

Appendix E, Request for Alternatives to World Language Courses

LEGAL REFS.:

RCW 28A.230, generally

RCW 28A.655, generally

RCW 28A.320.195

RCW 28A.700.030

WAC 180-51, generally

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS FOR STUDENTS IN THE CLASS OF 2020 AND BEYOND

Each student must meet the following requirements to graduate from high school:

- A. Demonstrate career and college readiness by completing a High School and Beyond Plan
- B. Complete the credit requirements in this procedure
- C. Meet the requirements of at least one graduation pathway option in this procedure

A. High School and Beyond Plan Requirements

Each student must have a High School and Beyond Plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school. Students must begin the planning process for the High School and Beyond Plan in seventh or eighth grade. In preparation for initiating a High School and Beyond Plan, each student must first complete a career interest and skills inventory. School staff will update students' plans to reflect high school assessment results. Each student's High School and Beyond Plan will be updated to inform junior year course taking.

The district encourages parents/guardians to be involved in the process of developing and updating students' High School and Beyond Plans. Students' plans will be provided to students' parents/guardians in their native language if that language is one of the two most frequent spoken non-English languages of students in the district.

For students with an Individualized Education Program (IEP), the High School and Beyond Plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All High School and Beyond Plans will, at a minimum, include the following:

1. Identification of career goals, aided by a skills and interest assessment
2. Identification of educational goals
3. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, Career and Technical Education Programs, running start programs, Advanced Placement courses, International Baccalaureate programs, and college in the high school programs
4. Information about the college bound scholarship program established in RCW 28B.118
5. A four-year plan for course taking that does the following:
 - a. Includes information about options for satisfying state and local graduation requirements
 - b. Satisfies state and local graduation requirements
 - c. Aligns with the student's secondary and post-secondary goals, which can include education, training, and career

- d. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals
- e. Includes information about the college bound scholarship program
- f. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a post-secondary program:
 - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to students who are, or have been, in foster care; information specific to students who are or at-risk of being homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
 - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians to fill out financial aid applications.
- g. By the end of the 12th grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

"Personalized pathway" in this procedure means a locally determined body of coursework identified in a student's High School and Beyond Plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student. A personalized pathway means up to three (3) course credits chosen by a student under Section B, Credit-Based Graduation Requirements, subsection B. 6 and subsection B. 8 that prepare the student to meet specific post-secondary career or educational goals.

B. Credit-Based Graduation Requirements

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the class of 2020 and beyond, shall total 24 credits in this section, except as otherwise provided in subsection 10 of this section.

1. **Four (4) English/language arts credits** (reading, writing, and communications) that at minimum align with the state standards in English Language Arts.
2. **Three (3) mathematics credits** that satisfy the requirements set forth in this subsection:
 - a. Unless otherwise provided for in subsection b. of this section, the three (3) mathematics credits required under this section must include: Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and High School and Beyond Plan and preparing the student to meet state standards for graduation under the assessment system with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request (Appendix D) for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section;
 - b. A student who, prior to ninth grade, successfully [completed Algebra 1, completes one or more high school level math courses with a passing grade](#) and ~~/or Geometry and requests opts to~~

receive no high school credit for such course(s) not be added to the high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, may either:

- i. Repeat the course(s) for credit in high school; or earn three (3) credits of high school mathematics in different math subjects than those completed prior to high school. The student must take Algebra I or Integrated Math I and Geometry or Integrated Math II in high school if the student did not complete these courses at the high school level, prior to high school.
- ii. The student does not need to repeat the course if the student already took the course at the high school level, prior to high school.
- ii. Complete Earn three (3) credits of high school mathematics as follows:
 - (A) A in different math subjects than those completed before high school. The student who has successfully completed Algebra 1 shall:
 - i. Earn the first high school credit in Geometry; must take algebra 1 or integrated mathematics I and,
 - ii. Earn the second and third high school credits in courses aligning with the student's interests, High School and Beyond Plan and preparing geometry or integrated math II in high school if the student to meet state standards for graduation under the state assessment system.
 - (B) A did not complete these courses at the high school level prior to high school, but the student who has successfully completed Algebra 1 and Geometry shall:
 - i. Earn the first, second, and third high school credits in courses aligning with the student's interests, High School and Beyond Plan, and preparing does not need to repeat the course if the student to meet state standards for graduation under the assessment system already took the course at the high school level. [MS1]

3. **Three (3) science credits**, at least two (2) credits of which must be in laboratory science as provided in subsection a. of this section. A student may choose the content of the third credit of science, based on the student's interests and High School and Beyond Plan, with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must, in all cases, give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section.
 - a. "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models, and theories of science. A laboratory science course meeting these requirements may include courses conducted in classroom facilities specially designed for laboratory science or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.
4. **Three (3) social studies credits** (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement that, at minimum, aligns with the State standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
 - a. One (1) credit shall be required in United States history.

- b. Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392-410-120, and shall ~~consider including~~include information on the ~~culture, history~~cultures, histories, and ~~government~~governments of the American Indian peoples who ~~were~~are the first inhabitants of the state. Successful completion ~~of Washington State h~~History must be noted on each student's transcript. The Washington State history and government requirement may be waived by the principal for students who:
 - i. have successfully completed a state history and government course of study in another state; or,
 - ii. are in 11th or 12th grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.
 - c. One (1) credit shall be required in Contemporary World History, Geography, and Problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 - d. One-half (.5) credit shall be required in civics and include, at a minimum, the content listed in RCW 28A.230.093.
 - i. Beginning with the **2020-21 school year**, each high school must provide a mandatory one-half (.5) credit stand-alone course in civics for each high school student. Except as provided by subsection c. of this section, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection.
 - ii. Credit awarded to students who complete the civics course must be applied to course credit requirements in social studies that are required for high school graduation.
 - iii. Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and post-secondary credit.
 - iv. The content of the civics course must include, but is not limited to:
 - (A) Federal, state, tribal, and local government organization and procedures;
 - (B) Rights and responsibilities of citizens addressed in the Constitutions of Washington State and United States;
 - (C) Current issues addressed at each level of government;
 - (D) Electoral issues, including elections, ballot measures, initiatives, and referenda; or,
 - (E) The study and completion of the civics component of the federally administered naturalization test required.
5. **Two (2) health and ~~fitness~~physical education credits** (.5 credit health; 1.5 credits ~~fitness~~physical education) that, at minimum, align with the state standards in health and ~~fitness~~.physical education
- a. One-half (.5) credit shall be met by a course covering the state health standards at the high school level.
 - b. One-and-one-half (1.5) credits of the ~~fitness~~physical education portion of the requirement shall be met by ~~course work~~coursework in physical education. In accordance with RCW 28A.230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education (Appendix C). In accordance with WAC 180-51-067, such excused students shall be required to demonstrate ~~proficiency/~~competency ~~in/~~mastery of the knowledge portion of the ~~fitness~~physical education requirement through participation in a district-approved and administered assessment or other district-approved means of demonstrating proficiency, ~~in~~

~~accordance with written district policy based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities.~~

6. **Two (2) arts credits** that, at minimum, align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in Section A, High School and Beyond Plan Requirements.
7. **One (1) credit in career and technical education.** A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the Office of the Superintendent of Public Instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills, under CTE student learning goal four, and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the Office of the Superintendent of Public Instruction.
- Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.
 - Students who earn a graduation requirement credit in a non-CTE course determined by the district office or by the Office of Superintendent of Public Instruction to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject. ~~The single non-CTE course meets two graduation requirements.~~
 - ~~Students satisfying the~~ The student earns one (1) credit while meeting two graduation requirements, a career and technical education requirement in (a) or (b) and the non-career and technical education subject requirement. The total number of this subsection will need to earn five (5) elective credits instead of four (4). Total credits required for graduation will not change ~~remains unchanged, and the students will need to earn an additional elective credit.~~
8. Two (2) credits in world languages. If the student has chosen a four-year degree pathway under Section A, "High School and Beyond Plan Requirements," the student shall be advised to earn two (2) credits in world languages. Alternatively, students may use one or both options below:-
- The two (2) credits may be replaced with a personalized pathway (Appendix E) requirement as provided in Section A, High School and Beyond Plan Requirements.
 - World Language Competency/Proficiency Credit:** In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online, or time spent living abroad. ~~Students may seek credit in world language through such language learning opportunities available to them.~~ Students who wish to pursue competency/proficiency credit must sign up to participate in for "Washington a district-sponsored World Language Assessment Days." ~~Through this state-sponsored program, students Day and~~ complete an assessment and to determine language proficiency. Several assessment days are to be scheduled each year. The first attempt is free. If students demonstrate at least a Novice Mid proficiency level, they will receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and and the number of high school credit equivalencies based on the state's recommendations for competency based credits—earned.

The district will award one (1) or more credits based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines as follows:

- Novice Mid – One (1) credit
- Novice High – Two (2) credits
- Intermediate Low – Three (3) credits
- Intermediate Mid – Four (4) credits

8.9. Four (4) credits of electives.

9.10. Individual students may request to waive up to two (2) elective credits required for graduation, based on ~~unusual~~ **student's** circumstances. ~~Unusual circumstances~~ Circumstances could include ~~emergency reasons~~ homelessness, limited English proficiency, medical reasons, and/conditions, disabilities, inability to retake classes or reasons which impede an enrollment in remedial classes free of charge, or other individual student circumstance (e.g. emergency, natural disaster, trauma, personal or family crisis) that directly compromises a student's ability to ~~earn required non-elective credits~~ learn. The professional judgment of the building principal or designee will determine whether the request shall be granted. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of Section B, Credit-Based Graduation Requirements.

10.11. **Career and technical courses determined to be equivalent to academic core courses**, in full or in part, by the district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. Equivalent career and technical education courses can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of Section B, Credit-Based Graduation Requirements.

C. Graduation Pathway Option Requirements

Students must achieve one or more of the following pathway options:

1. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education in English Language Arts (ELA) and math;
2. Complete and qualify for at least one (1) high school credit in dual credit courses in English Language Arts and one (1) high school credit in dual credit courses in math, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit at the 100 level or higher after completing the course;
3. Earn at least one (1) credit in a high school transition course in English Language Arts, and one (1) credit in a high school transition course in math when completion of the course will ensure college-level placement in a community college or state college or university;
4. Earn at least one (1) high school credit in English Language Arts and at least one (1) credit in state in math in state approved Advanced Placement courses with a C+ grade each term or score of three (3) or higher on the AP exam; a C+ each term in state approved Cambridge International courses or E on

- state approved Cambridge International exams; or C+ each term in International Baccalaureate (IB) courses or four (4) on IB exams;
5. Meet or exceed the scores established by the State Board of Education for the Scholastic Assessment Test (SAT) or American College Testing (ACT);
 6. Meet any combination of at least one (1) English Language Arts option and at least one (1) math option as described above;
 7. Meet standard in the Armed Services Vocational Aptitude Battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment; or
 8. Complete a sequence of CTE courses that are relevant to a student's post-secondary pathway, including those leading to workforce entry, state, or nationally approved apprenticeships, or post-secondary education and that meet either:
 - a. The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
 - b. Complete a sequence of career and technical education (CTE) courses as defined in RCW 28A.700.030 and that:
 - i. Include courses within the same career and technical education program area; or,
 - ii. Include courses within one (1) or more career and technical program areas that are approved by the district Career and Technical Education Advisory Committee [established under RCW 28A.150.500 and submitted to the Office of the Superintendent of Public Instruction for an expedited approval.](#)

[Students with IEPs in the classes of 2020 and 2021 have the option to use the existing Certificate of Individual Achievement process if the student and the IEP team determine that none of the pathways are appropriate. IEP teams should work with students to determine first which of the new graduation pathways would best serve the student, and consider what, if any, additional supports are needed for the student to access that pathway. If, for the classes of 2020 and 2021, the IEP team determines none of the pathways serve the student, other measures may be used to demonstrate skills and abilities of the student.](#)

[An expedited appeal process for waiving specific pathway graduation requirements is available to eligible students in the classes of 2014 through 2020. Students, parents, guardians, or principals may initiate a waiver request for an eligible student. This option is not available for the Class of 2021 and beyond.](#)

Provisions Related to Graduation Requirements

A. Special Education, Section 504 Accommodations, and English Learner Programs

1. **Granting High School Graduation Credit for Students with Special Educational Needs**
 A student ~~shall~~[with an individualized education program must be denied the opportunity provided needed accommodations to earn a high school diploma solely because of limitations on the student's ability. A student's Individualized Education Program \(IEP\) team shall consider the progress in the general curriculum toward meeting state and local graduation requirements for inclusion in the . In limited circumstances, when determined necessary by the individualized education program team due to the unique needs resulting from the student's IEP when a student with a disability registers for grade nine or when a student qualifies for special education services after registering](#)

~~for ninth grade. An IEP team shall also consider the student's transition plan when determining which of the required and elective content standards will be included in the student's IEP.~~

~~For a high school student with an IEP, the student's IEP team shall: a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the individualized education program team course of study and aligned to the student's high school and beyond plan.~~

- ~~a. Determine whether the student will pursue graduation requirements with or without modification;~~
- ~~b. Determine whether one or more of the requirements will be modified to an individual level. When a requirement is modified, the student's IEP team shall define appropriate assessment of the modified requirement;~~
- ~~c. Determine whether the student is exempt from one or more of the requirements. Exemptions from graduation requirements are appropriate if the requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation. When exempt status is adopted for a requirement, the team shall determine whether or not a different standard or IEP goal specific to the learning area is appropriate and shall include that goal in the student's plan.~~

1.2. Granting High School Graduation for Students with Section 504 Accommodation Plan

No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. A student's Section 504 Accommodation Plan team shall consider the graduation requirements for inclusion in the student's Section 504 Accommodation Plan when a student with disability registers for grade nine or when a student qualifies for a Section 504 Plan after ninth grade.

For a high school student with a Section 504 Accommodation Plan, the students' Section 504 Accommodation team shall determine whether the student will pursue graduation requirements with or without accommodation(s).

2.3. Variations for Students Served by the English Learner Program

Students served by our English Learner Program will be provided opportunity to complete the graduation requirements. Graduation requirements for these students shall be as stated unless modified in an individual graduation plan developed and annually reviewed by a team including school staff, teachers of the student, parent/guardian of the student, and the student. Specifications for standards shall not be modified to permit completion in a language other than English.

B. Course of Study

1. District Application of State Requirements

The course content and the determination of which courses satisfy particular state and subject area requirements and whether a particular course may satisfy more than one subject area requirement for different students shall be determined by the district.

2. Course of Studies and Related Sequences

It is the responsibility of the principal to provide courses of studies and related sequences which prepare students to accomplish the district graduation requirements and to allow any student who wishes to put forth the necessary effort to meet college admissions entrance requirements. Each high school will identify clearly to students and their parents/guardians those courses which meet the College Academic Distribution Requirements (CADRs) for College Admissions to in-state, post-secondary four-year institution.

High school principals may make exceptions to these courses of studies and related sequences for high school students who:

- Transfer into the state and have already earned five (5) or more credits but who shall not be able to make normal progress toward graduation with their class without an exception;
- Fail a course and jointly enroll in the failed course and another course in the same subject area if such other course does not require the failed course as a prerequisite and the students are not able to make normal progress toward graduation with their class without an exception;
- Have mastered the content of any given course or have successfully received credits under the state mandated Running Start Program, may be granted an exemption from the course of studies and related sequences by the high school principal.

C. High School Credit—Definition

Students will earn credits in courses taken or as defined below from post-secondary institutions and from accredited private school. These credits will be recorded on the student's transcript for communicating coursework to post-secondary institutions. The term "high school credit," the equivalency of one-year of study, shall be defined in accordance with WAC 180-51-050:

1. At the high school level, 150135 hours of planned instruction equals one (1) high school credit. Planned instruction includes educationally related activities that are conducted in and out of school or satisfactory demonstration by a student of established standards pursuant to this policy.
2. At the adult education level, 180 (50 minute) hours of planned in-school instruction or 9,000 minutes or, in lieu thereof, 90 (50-minute) hours or more of planned in school instruction and three hours of planned individual study homework substituted for each (50 minute) hour of in-school instruction less than 180 equal(s) one (1) high school credit.
3. At the college or university level, five (5) quarter hours or three (3) semester hours may equal up to one (1) high school credit depending upon course content equivalency.
4. High school credits from community and technical colleges may be earned by juniors and seniors through the Running Start Program. If accepted into this program, WAC 180-51-050 provides for the conversion of college credits to high school credits at the rate of one (1) high school credit for five (5) college quarter or three (3) college semester hour credits.
5. The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance of a credit. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

D. High School Credit for Courses Completed Before Attending High School

Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall automatically be given high school credit, which shall be applied to fulfilling high school graduation requirements if:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district Board of Directors.

At the request of the student and the student's parent/guardian, high school credit earned before high school ~~must~~ may be transcribed with a non-numerical grade, ~~such as "pass" or "credit."~~. A non-numerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a non-numerical grade will apply to fulfilling high school graduation requirements.

A student and the student's parent/guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school or if they want to request that credit be transcribed with a non-numerical grade.

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

E. High School Credit from Accredited Public or Private Secondary Credit-Providing Institutions for Students Concurrently Enrolled in District Schools

For students currently enrolled in district schools, the high school principal may accept credits for high school graduation from a non-district public high school, an accredited private school, or from a post-secondary institution providing non-college credit. Acceptance of such credit is limited to three (3) credits for courses offered by the district high school. In addition, classes may also be accepted if the student is not able to take the class in his/her high school because of scheduling conflicts or because the class is not available in his/her high school. To be accepted for credit the student and or his/her parent/guardian must:

1. Be already enrolled with a full load in district schools;
2. Complete a written proposal (Appendix B) for approval of credit for the class, which is submitted to the principal for preapproval; and,
3. The proposal must be preapproved to be eligible for district acceptance of credit prior to the taking of the class and contain the following:
 - a. name of class,

- b. objectives,
- c. length of time,
- d. description of how credits shall be determined,
- e. content outline of program and/or major learning,
- f. description of how student performance shall be assessed,
- g. qualifications of instructional personnel, and
- h. reason the class cannot be taken in a district high school.

The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

F. Equivalency Credit for Alternative Learning Experiences, Non-High School Courses, Work Experience, Community Service, and Challenges.

It is the principal's responsibility to provide for the awarding of equivalency credit for alternative learning experiences, non-high school courses, work experience, community service, and challenges. High school credits may be given and recorded on the transcript. -The principal may grant high school graduation credit for planned learning experiences conducted away from the school. Examples of planned learning experiences are travel study, work-study, community service, private lessons, distance learning, etc. One (1) credit is awarded on the basis of [150135](#) (60 minutes) hours of instruction. Students may not seek equivalency credit in physical education; instead, students who request to be excused from PE under RCW 28A 230.050 must demonstrate [proficiency/competency-in/mastery of](#) the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment. -Persons requesting the granting of credit for out-of-school learning activities are to complete a written proposal (Appendix A) for approval of credit submitted to the principal. This proposal is to be submitted prior to the experience and contain the following:

- a. name of course/program,
- b. objectives,
- c. length of time,
- d. description of how credits shall be determined,
- e. content outline of program and/or major learning,
- f. description of how student performance shall be assessed,
- g. qualifications of instructional personnel, and
- h. plans for evaluation of program.

The professional judgment of the building principal ~~or designee~~ will determine whether or not an experience or a challenge meets the district's standard for recognition and acceptance. [Decisions of the principal may be appealed to the superintendent or designee within 15 school days of the initial decision.](#)

G. Physical Education Excuse and Proficiency/Competency Demonstration

Individual students requesting to be excused from coursework in Physical Education (PE) must complete the appropriate “Request for Excuse from Physical Education” for their graduating class (Appendix C). The form is to be submitted to the principal or designee for approval.

H. Procedural Process - Graduation Requirements

1. Requirements for Graduation

Changes in graduation requirements shall be made in accordance with state requirements (WAC 180-51-035).

2. Copies of Graduation Requirements for Each Year

Each high school shall keep on file, for student and public inspection, a copy of the state board and district rules and regulations regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years.

I. Yearly Graduation Information and Progress Report

Commencing with the beginning of the ninth grade and each year thereafter, each high school shall provide each student and his/her parent/guardian with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parent/guardian of alternative education experiences, including summer school opportunities.

Approved:

XX/XX/XXXX

Revised:

Forms:

Appendix A, Request for Credit for Equivalency Course of Study

Appendix B, Request for Acceptance – Out of District Credit

Appendix C, Request for Excuse from Physical Education

Appendix D, Request for Third Credit of High School Level Mathematics other than Algebra 2 (Advanced Algebra)

Appendix E, Request for Alternatives to World Language Courses

LEGAL REFS.:

RCW 28A.230, generally

RCW 28A.655, generally

RCW 28A.320.195

RCW 28A.700.030

WAC 180-51, generally