



**ABERDEEN SCHOOL DISTRICT NO. 5  
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors  
Remote Public Meeting

June 2, 2020 – 5 p.m.

**AGENDA**

Instructions for joining the meeting:

[https://zoom.us/webinar/register/WN\\_y48KTZBQSgevTDBphB8oMw](https://zoom.us/webinar/register/WN_y48KTZBQSgevTDBphB8oMw)

You will receive a confirmation email containing information about joining the webinar.

5:00 p.m. Regular Meeting Call to Order

Flag Salute

**Consent Agenda**

1. Minutes

Comments from Board Members

**Written Public Comment**

Under the emergency provisions of Resolution 2020-02, public comment is welcome via email and should be submitted to *schoolboard@asd5.org* by 3:30 p.m. Tuesday, June 2, for the School Board to review prior to the meeting.

Old Business

1. [Policy 2410 Graduation Requirements](#)

Superintendent's Report

1. Budget Update
2. COVID-19 Response
3. Fall Scenarios for School
4. End-of-Year Activities

Teaching and Learning Report

1. [Teaching and Learning Report](#)
2. [CTE Update](#)

New Business

1. [Resolution 2020-07 WIAA Authority](#)
2. Next Meeting

Board Meeting Agenda  
June 2, 2020

Executive Session

Personnel Matters

1. [Personnel Report](#)
  - a. Certificated
  - b. Classified
2. 2020-2021 Classified Staffing List
3. 2020-2021 Classified Salary Schedule

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

June 2, 2020, 5 p.m.

Instructions for joining the meeting:

[https://zoom.us/webinar/register/WN\\_y48KTZBQSgevTDBphB8oMw](https://zoom.us/webinar/register/WN_y48KTZBQSgevTDBphB8oMw)

You will receive a confirmation email containing information about joining the webinar.

5:00 p.m. – Regular Meeting Call to Order.

This meeting is being conducted remotely in compliance with the emergency provisions of the Open Public Meetings Act. Only those matters deemed necessary or routine are allowed.

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on May 19, 2020, are enclosed for your review and approval.

Comments from Board Members

[Comments from the Public](#)

1. Under the emergency provisions of Resolution 2020-02, public comment is welcome via email and should be submitted to [schoolboard@asd5.org](mailto:schoolboard@asd5.org) before 3:30 p.m. Tuesday, June 2.

Old Business

1. Policy 2410 Graduation Requirements – A required update to Policy 2410 Graduation Requirements and the accompanying procedures is presented for second reading and adoption. Board action is required. [Enclosure 2](#)

Superintendent's Report

1. Budget Update – Superintendent Henderson will update the Board on preparations for the 2020-2021 budget.
2. COVID-19 Response – Superintendent Henderson will provide an update on the ongoing response to the COVID-19 crisis.
3. Fall Scenarios for School – Superintendent Henderson will share information about the main options for instruction in the fall.
4. End-of-Year Activities – Superintendent Henderson will share information about graduation for the Class of 2020 and end-of-year activities planned at the schools.

Instructional Services

1. Teaching and Learning Report – Executive Director of Teaching and Learning Traci Sandstrom has submitted the monthly Teaching and Learning Report for your information. [Enclosure 3](#)

## Board Information

June 2, 2020

2. CTE Update – Career and Technical Education Director Lynn Green has provided information about the summer CTE offerings and plans for the fall. [Enclosure 4](#)

## New Business

1. Resolution 2020-07 WIAA Authority – Resolution 2020-07 Delegating Authority to the Washington Interscholastic Activities Association is presented for your review and approval. This resolution is renewed annually in the spring. [Enclosure 5](#)
2. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, June 16, 2020, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

## Executive Session

At this time the meeting will recess for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 6](#)
  - a. Certificated
  - b. Classified
2. Classified Staffing List
3. 2020-2021 Classified Salary Schedule

ADJOURN

# Providing Public Comment

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The Aberdeen School Board has received messages concerning public comment during board meetings and shares the statement below about how to submit public comment at this time.

On March 24, 2020, Governor Inslee issued [Proclamation 2028](#) on public meetings and public records suspending the language of OPMA (the Open Public Meetings Act) that requires school boards to have a physical space for a meeting. It requires that meetings be held remotely. This remains in effect, and was recently [extended](#) to June 17, 2020. Proclamation 2028 also suspends the ability for the board to take action unless the topic is “necessary and routine” or “necessary and in response to COVID-19”; all other actions must be postponed. Lastly, guidance states boards may consider recommending public comment via email.

We received [WSSDA Guidance](#) that states, “Public comments do not need to be read out loud and can be posted on the website but it should be announced where the comments will be posted.”

Currently—per protocols for virtual board meetings—we ask for written public comment to arrive to our district email account [schoolboard@asd5.org](mailto:schoolboard@asd5.org) by 3:30 pm the afternoon of our board meeting. There were recent public comment submissions that were not received in time, and thus not recognized. Please know that our ASD email has an austere SPAM filter, and several messages were found inside (the board can attest that many emails submitted from outside ASD accounts regularly appear inside our SPAM folders). These emails were later forwarded to the board.

According to [WSSDA](#), several other Western Washington school boards are using similar procedures as regards public comments, including: Centralia, Olympia, Central Kitsap, Tumwater, North Thurston, Mukilteo, and Evergreen.

We will continue to look for strategies that allow the public to share comments regarding the actions of the board and the district.

Public Comment for the June 2, 2020, meeting of the School Board submitted to [schoolboard@asd5.org](mailto:schoolboard@asd5.org) received from the following:

- Alexa Amarok
- Tiffany Burkett
- Ian Dorsch
- Christine Hill
- Kathryn Hirschfeld
- Alicia Morris
- Tricia Sorensen
- Cathleen Wilder
- Julia Woods

## ABERDEEN SCHOOL DISTRICT NO. 5

### Minutes of the Regular Meeting of the Board of Directors – May 19, 2020

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, May 19, 2020, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jennifer Durney, Jessica Jurasin and Suzy Ritter, along with Superintendent Alicia Henderson and 158 patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Jennifer Durney and seconded by Suzy Ritter, the Board approved the Consent Agenda, which included the minutes from the regular meeting on May 5, 2020; April payroll vouchers 829447 through 829479 totaling \$3,486,302.31, General Fund vouchers 8/29485 through 829548 totaling \$672,854.26, and ASB Fund vouchers 829480 through 829484 totaling \$10,508.12.

Director Durney offered an apology expressing remorse for a social media post.

Director Jessica Jurasin thanked community and staff for their letters in support of school programs. She observed there is strength when uniting for the same goal, and asked for grace and kindness during this time of great uncertainty.

Director Bill Dyer commented that the board shares the community's strong support for the music program, acknowledged the deep mistrust of government at this juncture in our country, noted Aberdeen is one of many districts trying to prepare for a deep recession and urged the community to write to lawmakers in support of school funding.

Director Suzy Ritter commented on how much she enjoyed the video the A.J. West Elementary School staff made to support students.

President Bielski announced that letters and emails received prior to the meeting had been shared with the board, and she commented that all information received helps guide the decision-making process. Public comment was received from: Debra Akerlund, Angela Brandt, Tiffany Burkett, Kaitlyn Davis, Kristen Joy Edwards, Katie Hirschfeld, Kris Koski, Kala Winter, Alicia Morris, Aberdeen Bobcat Music Boosters, Chrissy Perron, Mary Perron, Christina Shaffer, Tricia Sorensen, Gayla Stewart, Cathleen Wilder, Deidre Woods, and Merry Jo Zimmer.

Following a presentation by Superintendent Alicia Henderson, and on a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved the Continuous Learning Plan, which documents the distance learning environment the district has created during the COVID-19 crisis.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM  
BOARD MEMBERS

PUBLIC COMMENT

CONTINUOUS  
LEARNING PLAN

Superintendent Henderson provided an update on preparations for the 2020-2021 budget. She said there is no new information sufficient enough to change the assumptions underlying the reduced education plan. The projection is for reduced enrollment. She outlined the multi-pronged effort to make contact with all families who had students in the district on March 16.

2020-2021 BUDGET  
UPDATE

She explained that Aberdeen was experiencing declining enrollment this year, and must plan for a further decline entering the 2020-2021 school year. The district budgeted for 3,290 students this year. At the time of the closure in March, it had dropped to 3,240. This impacts revenue both this year and next. With more than 96 percent of families contacted so far, the expected enrollment for fall is currently 3,007. Schools will continue to collect information from families about their plans, she said. It was also noted that a growing number of students are choosing Running Start to get a head start on college. With Running Start, the state funds are “passed through” to the college.

In addition to fine-tuning enrollment projections, Dr. Henderson noted that the district should learn in mid-June whether people have been able to pay their property taxes on time. Based on guidance from state and county officials, one of the budget assumptions is for reduced revenue from taxes because of the economic disruption of the COVID-19 pandemic. If revenue is not reduced, the board could consider revisiting the projection.

Superintendent Henderson provided an update on the ongoing response to the COVID-19 crisis by the various departments. She commended the staff for the Food Service program, which is currently serving about 9,000 breakfasts and lunches per week. However, that number used to be 21,000 per week, so the district must plan for a lower reimbursement. CARES Act funding can be used to cover that expense, she said, which is currently \$450,000.

COVID-19  
RESPONSE

Superintendent Henderson noted that she has been speaking with many parents, students and staff regarding their experiences during the school closure. She said it is clear that people miss their in-person relationships and are under considerable stress. The staff will be focusing extra attention on relationships after the Memorial Day holiday, she said, and this will be in the forefront of planning for the fall.

Superintendent Henderson discussed plans for school in the fall. Districts are awaiting direction from the governor and OSPI regarding a return to school in the fall. She said school districts are using this spring to plan for various models. In all scenarios, the Superintendent of Public Instruction has said schools must be able to quickly pivot to distance learning again if there is an outbreak.

FALL SCENARIOS  
FOR SCHOOL

Superintendent Henderson announced that Principal Derek Cook has accepted a position in the Hoquiam School District. She noted that he has a desire to finish his career in Hoquiam where he grew up, and when the principal position opened it was the right opportunity.

DEREK COOK  
TAKING NEW  
POSITION



Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report for April. With 66.67 percent of the fiscal year elapsed, the district has received 66.09 percent of anticipated revenue and spent 64.92 percent of budgeted expenditures.

FINANCIAL  
SERVICES

Athletic Director Aaron Roiko provided an update on discussions taking place at the Washington Interscholastic Activities Association, which governs athletics, to plan for fall sports. He noted there is discussion of rearranging the sports seasons so that sports that can accommodate social distancing rules, such as golf and tennis, are offered in the fall, while other sports would be offered in the spring, if possible.

ATHLETICS AND  
ACTIVITIES

A required update to Policy 2410 detailing graduation requirements was introduced for first reading. The update includes transitioning from a trimester to semester schedule for the class of 2024.

POLICY 2410  
GRADUATION  
REQUIREMENTS

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved renewal of the contract with Herff Jones for publication of the 2021 Quinalt yearbook at a cost of \$25,500.

YEARBOOK  
CONTRACT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a proposal from Superintendent Henderson to allow a one-time carryover of two additional personal leave days into the 2020-2021 school year for district employees.

PERSONAL LEAVE  
ADJUSTMENT

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved a request from the Maintenance Department and declared items and equipment as listed to be surplus as they are no longer needed by the district due to age or condition.

SURPLUS  
EQUIPMENT

The next meeting of the board is set for 5 p.m. Tuesday, June 2, 2020, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act with instructions for joining the meeting to be posted on the ASD5 website with the agenda.

NEXT MEETING

At 6:16 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The regular meeting reconvened at 6:36 p.m.

EXECUTIVE  
SESSION

On a motion by Jennifer Durney and seconded by Jessica Jurasin, the Board approved the Personnel Report. There were no certificated matters. Under classified matters, the board approved the retirements of John Maki, a bus driver for the district, effective May 31, Teri Seath, a Food Service worker at Miller Junior High School, effective May 31, Mark Larson, a custodian at McDermoth Elementary School, effective May 29, and Pamela Alstrom, a para-educator at Robert Gray Elementary School, revised to May 31.

PERSONNEL  
REPORT

CERTIFICATED

CLASSIFIED

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved the Certificated Salary Schedule for 2020-2021.	2020-2021 CERTIFICATED SALARY SCHEDULE
On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the 2020-2021 Building Administrator Salary Schedule.	2020-21 BUILDING ADMINISTRATOR SALARY SCHEDULE
On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the 2020-2021 District Administrative Staffing List.	2020-21 DISTRICT ADMINISTRATIVE STAFFING LIST
On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the 2020-2021 District Administration Salary Schedule.	2020-21 DISTRICT ADMINISTRATIVE SALARY SCHEDULE
On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a voluntary adjustment to Superintendent Alicia Henderson's salary forgoing a contracted cost-of-living adjustment and reducing the annual salary by 5 percent.	2020-2021 SUPERINTENDENT SALARY ADJUSTMENT
There being no further business, the regular meeting was adjourned at 6:43 p.m.	ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President

## HIGH SCHOOL GRADUATION REQUIREMENTS

The board has established graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may be pursued.

### CREDIT REQUIREMENTS

<b>Class of:</b>	<b>2014 2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021 and beyond</b>
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	<i>2010 2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
English	4	4	4	4	4	4	4
Mathematics	3	3	3	3	3	3	3
Science	2	2	2	2	2	2	3
Social Studies	2.5	3	3	3	3	3	3
Arts	1	1	1	1	1	1	2*
Health and Fitness	2.5	2.5	2.5	2.5	2.5	2.5	2
Career and Tech Ed							1.5
Occupational Education	1.5	1.5	1.5	1.5	1.5	1.5	
World Language							2*
Electives	5.5	5	5	5	5	5	5.5
<b>Total Required Credits:</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>26</b>

<b>Class of:</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024 and beyond</b>
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>
English	4	4	4	4	4	4
Mathematics	3	3	3	3	3	3
Science	2	2	3	3	3	3
Social Studies	3	3	3	3	3	3
Arts	1	1	2*	2*	2*	2*
Health and Fitness	2.5	2.5	2	2	2	2
Career and Tech Ed			1.5	1.5	1.5	1.5
Occupational Education	1.5	1.5				
World Language			2*	2*	2*	2*
Electives	5	5	5.5	3.5	5.5	3.5
<b>Total Required Credits:</b>	<b>22</b>	<b>22</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>24</b>

**Math credit information****~~2014-2017 Math (3 credits required)~~**

~~Math credits are required as follows: Algebra 1 or Integrated Math 1; Geometry or Integrated Math 2; Algebra 2 or Integrated Math 3, or a 3<sup>rd</sup> credit of math, other than Algebra 2 or Integrated Math 3, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan and the student, parent/guardian and a school representative meet, discuss the plan and sign a form pursuant to WAC 180-51-067(2)(b).~~

**2018-2020 Math (3 credits required)**

The following courses are required: Algebra 1 or Integrated Math 1; Geometry or Integrated Math 2; Algebra 2 or Integrated Math 3, or a third credit of math, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan and the student, parent/guardian and a school representative meet, discuss the plan and sign a form pursuant to WAC 180-51-067.

**2021 Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Science credit information****~~2014~~ 2018-2020 Science (2 credits required)**

At least one lab is required.

**2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Social Studies credit information**

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7<sup>th</sup> or 8<sup>th</sup> grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8<sup>th</sup> grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

**~~Social Studies (2.5 credits required for Class of 2014 and 2015, 3 credits required for Classes of 2016-2017)~~**

~~For the Classes of 2014 and 2015, the following courses are required: 1 credit of U.S. History and Government, 1 credit of Contemporary World History, Geography and Problems, and .5 credits of Washington State History.~~

~~For the Classes of 2016 and 2017, the following courses are required: 1 credit of U.S. History and Government, 1 credit of Contemporary World History, Geography and Problems, .5 credits of Civics (content may be embedded in another social studies course)~~

~~and .5 Social Studies elective.~~

**2018 and Beyond Social Studies (3 credits required)**

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; .5 credits of Civics (content may be embedded in another social studies course); .5 credits of Social Studies elective.

**Health & Fitness credit information**

**2014 2018-2020 Health and Fitness (2.5 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 2.0 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

**2021 and Beyond Health and Fitness (2.0 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

**Arts credit information**

**2014 2018-2020 Arts (1 credit required)**

Performing or visual arts is required.

**2021 and Beyond Arts (2 credits required)**

Performing or visual arts is required. One (1) credit may be a Personalized Pathway Requirement,\* defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

**Occupational / Career & Technical Education credit information**

**2014 2018-2020 Occupational Education (1.5 credits required)**

Must earn a 0.5 credit of "Digttools" as part of the required 1.5 credits.

**2021 and Beyond Career and Technical Education (1.5 credits required)**

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

**World Language credit information**

**2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement\***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

**Additional credit information for Class of 2021 and beyond**

Credit requirements conform to Career & College-Ready Graduation requirements.

**ASSESSMENTS**

<b>Class of:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	2011	2012	2013	2014	2015
	Reading and Writing HSPE, <b>or</b> ELA SBAC		ELA SBAC	ELA SBAC	ELA SBAC
	Algebra I/Integrated math 1 EOC Exam <b>or</b> Geometry/Integrated Math 2 EOC <b>or</b> Math SBAC			EOC Exam in Algebra-1/Integrated Math 1 <b>or</b> Geometry/Integrated Math 2 <b>or</b> Math SBAC	Math SBAC
	CLASS OF 2017 ONLY: Biology EOC Exam			Biology EOC Exam	Biology EOC Exam

**Additional assessment information**

SBAC refers to the Common Core State Standard assessments developed by the multi-state consortium, the Smarter Balanced Assessment Consortium. ELA SBAC refers to the English Language Arts assessment that will be administered to students in the 11th grade.

Next Generation Science Standards (NGSS) may be required for graduation for students graduating after 2017.

**NON-CREDIT REQUIREMENTS**

<b>Class of:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	2010	2011	2012	2013	2014	2015
	Culminating Project					
	High School and Beyond Plan					
	Certificate of Academic Achievement <b>or</b> Individual Achievement awarded to student who pass the required assessments					
	Washington State history and government					

<u>High School and Beyond Plan</u>
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<u>Washington State history and government (non-credit requirement)</u>
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### **High School and Beyond Plan**

~~Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student, parents/guardians and district staff and include, at a minimum: 1) a career goal; 2) an educational goal; 3) a four-year course plan for high school; and 4) identification of required assessments. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the High School and Beyond Plan is determined by the district.~~

~~A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a High School and Beyond Plan.~~

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

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

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

### **Certificate of Academic Achievement**

~~A student will receive a certificate of academic achievement (CAA) if they earn the appropriate number of credits required by the district, complete the High School and Beyond plan, complete the Culminating Project and meet the reading, writing and math standards on the high school statewide assessment or an appropriate state approved alternative ("CAA option").~~

### **Certificate of Individual Achievement**

~~A student qualifying for special education services may earn a Certificate of Individual Achievement after passing assessments determined by the student's Individualized Education Plan (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals and previous testing history.~~

### **Awarding of High School Credit**

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
4. The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.

### **Implementation**

~~The superintendent will develop procedures for implementing this policy which include:~~

- ~~1. Determination of the education plan process for identifying competencies;~~
- ~~2. Establishing the process for completion of the High School and Beyond Plan;~~
- ~~3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;~~
- ~~4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;~~
- ~~5. Making graduation requirements available in writing to students, parents and members of the public;~~
- ~~6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;~~
- ~~7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;~~

~~Granting credit for correspondence, vocational technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five-quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be~~



- ~~notified annually of the Running Start Program;~~
- ~~8. Granting credit for work experience~~
  - ~~9. Granting credit based upon competence testing, in lieu of enrollment;~~
  - ~~10. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;~~
  - ~~11. Counseling of students to know what is expected of them in order to graduate;~~
  - ~~12. Preparing a list of all graduating students for the information of the board and release to the public;~~
  - ~~13. Preparing suitable diplomas and final transcripts for graduating seniors;~~
  - ~~14. Planning and executing graduation ceremonies; and~~
  - ~~15. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.~~

~~In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.~~

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

### **Seal of Biliteracy**

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

### **Awarding of a Diploma**

~~A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.~~

### **Withholding of a Diploma**

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3200, Rights and Responsibilities. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3200 Rights and Responsibilities will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

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

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	Policy 2418	Waiver of High School Graduation Credits
	<del>3412</del>	<del>Automated External Defibrillators</del>
	3520	Student Fees, Fines, or Charges
	<u>3200</u>	<u>Rights and Responsibilities</u>
	3110	Qualification of Attendance and Placement

Legal References:	<u>Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes RCW 28A.155.045 Certificate of individual achievement</u>
	RCW 28A.230.090 High school graduation requirements or equivalencies — <u>High school and beyond plans — Career and college ready graduation requirements and waivers</u> — Reevaluation of graduation requirements — <del>Review and authorization of proposed changes</del> <u>Language requirements</u> — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	<del>RCW 28A.230.093 Social studies course credits — Civics coursework</del>
	RCW 28A.230.097 Career and technical high school course equivalencies
	RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.230.122 International baccalaureate diplomas
	RCW 28A.600.300-400 Running start program - Definition
	RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
	WAC 180-51 High school graduation requirements
	WAC 392-121-182 Alternative learning experience requirements
	WAC 392-169 Special service programs - Running start program
	WAC 392-348 Secondary education
	WAC 392-410 Courses of study and equivalencies

WAC 392-410-350 Seal of Biliteracy

WAC 392-415-070 Mandatory high school transcript contents – Items –  
Timelines

Adoption Date: 10/07/97

Revised: 06/15/04; 09/07/10; 10/16/12; 10/15/13; 12/20/16; \_\_\_\_\_

**High School Graduation Requirements****Publication of Graduation Requirements**

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

**CREDIT REQUIREMENTS****Period of Eligibility to Earn Credits**

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

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

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

**Total Number of Credits Required**

Students will be expected to earn a total of 22 credits for the classes of ~~2014~~2018-2020, and 26 credits for the ~~classes~~ of 2021-2023, and 24 credits for the classes of 2024 and beyond to meet district graduation requirements. Students will have access to a broad variety of academic and exploratory courses to achieve the goals of their Personalized Pathway.

**Subject Area Requirements (Classes of ~~2014~~2018 to 2020)**

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education [See Policy 2410] and shall be required of each candidate for graduation:

	Class of <del>2014</del> to 2015	Class of <del>2016</del> <u>2018</u> to 2020
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English (reading, writing and communications)	<del>4.0 credits</del>	4.0 credits
Geometry and <u>Third Year Math Option Algebra II (or approved alternative*)</u>	<del>3.0 credits*</del>	3.0 credits

Science (Including at least one laboratory credit)	<del>2.0 credits</del>	2.0 credits
Social Studies **	<del>2.5 credits</del>	3.0 credits
Health and Fitness ***	<del>2.5 credits</del>	2.5 credits
Arts	<del>1.0 credit</del>	1.0 credit
Occupations	<del>1.0 credit</del>	1.0 credit
Digital Communication	<del>0.5 credit</del>	0.5 credit
Electives	<del>5.5 credit</del>	5.0 credit
<b>TOTAL:</b>	<b><del>22.0 credits</del></b>	<b>22.0 credits</b>

*\* A student may elect to pursue a third credit of math other than Algebra II if the elective choice is based on a career oriented High School and Beyond Plan, and the student, parent/guardian and school representative meet and sign an option form.*

*\*\* Class of 2013 and beyond must include one credit Contemporary World Problems, one credit U.S. History. Class of 2013-2015 must earn 0.5 credit in Washington State History (which includes civics, history and geography). Class of 2016 and beyond must pass a Washington State History and Government course or state-approved alternative; must also earn a 0.5 credit in Civics and an additional 0.5 credit in a Social Studies elective course.*

*\*\*\* Must earn 0.5 credit of Health*

**CREDIT REQUIREMENTS**

<b>Class of:</b>	<b><u>2021 and beyond- 2023</u></b>	<b><u>2024 and beyond</u></b>
Entering 9 <sup>th</sup> grade after July 1 of:	2017	2020
English	4	4

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Mathematics	3	<u>3</u>
Science	3	<u>3</u>
Social Studies	3	<u>3</u>
Arts	2*	<u>2*</u>
Health and Fitness	2	<u>2</u>
Career and Tech Ed	1.5	<u>1.5</u>
Occupational Education		
World Language	2*	<u>2*</u>
Electives	5.5	<u>3.5</u>
<b>Total Required Credits:</b>	<b>26</b>	<b><u>24</u></b>

**Math credit information**

**2021 and Beyond Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Science credit information**

**2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Social Studies credit information**

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7<sup>th</sup> or 8<sup>th</sup> grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8<sup>th</sup> grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

**2018 and Beyond Social Studies (3 credits required)**

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; .5 credits of Civics (content may be embedded in another social studies course); .5 credits of Social Studies elective.

**Health & Fitness credit information**

**2021 and Beyond Health and Fitness (2.0 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

**Arts credit information****2021 and Beyond Arts (2 credits required)**

Performing or visual arts is required. One (1) credit may be a **Personalized Pathway Requirement\***, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

**Occupational / Career & Technical Education credit information****2021 and Beyond Career and Technical Education (1.5 credits required)**

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

**World Language credit information****2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement\***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

Per Chapter 28A.231, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

Students shall be expected to earn a total of 22 credits (Class of ~~2014~~2018-2020), ~~and~~ 26 credits (Class of ~~2021-2023~~ ~~and beyond~~) and 24 credits (Class of 2024 and beyond) in order to complete graduation requirements. WAC 180-51-050 defines a high school credit to mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4): (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

A. Students who show competency by meeting the standard on the state exams or other assessment options such as the SAT, ACT or AP exams required for graduation may ***recover credit for previously failed courses*** in the following ways:

## 1. Math:

Class of ~~2014~~2018 and beyond may recover one-half (0.5) math credit for a previously

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failed math course by meeting the standard on a state approved math assessment or other approved state alternative achievement option in math.

2. Science:

Class of ~~2014~~2018 and beyond may recover one-half (0.5) science credit for a previously failed science course by meeting the standard on a state approved science assessment or other approved state alternative achievement option in science.

3. Language Arts:

Class of ~~2014~~2018 and beyond may recover one-half (0.5) Language Arts credit for a previously failed Language Arts course by meeting the standard on a state approved ELA assessment or other approved state alternative achievement option in ELA.

B. In all of the situations outlined above, a unique course code will be created and will be reflected on the transcript and meet the graduation requirement reflecting the selected credit and course. The previously failed course will remain on the transcript.

### **Credits from other programs**

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

### **~~High School and Beyond Plan~~ HIGH SCHOOL AND BEYOND PLAN**

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

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

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

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.



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

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
  1. Includes information about options for satisfying state and local graduation requirements;
  2. Satisfies state and local graduation requirements;
  3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
  5. Includes information about the college bound scholarship program; and
  6. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
    - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are 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, fill out financial aid applications.

- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

~~As a requirement for graduation, each student will create a High School and Beyond Plan in cooperation with their parents/guardians and school staff. The plan will provide the student with an opportunity to explore their own skills and career options and to develop personalized pathway requirements to meet credit requirements for graduation. The plan will also serve as a means of tracking requirements for graduation and entry into postsecondary programs. It must include a plan for the year after high school as required by WAC 180-51-066 and WAC 180-51-067.~~

~~In assisting students with developing a High School and Beyond Plan the district should:~~

- ~~A. Provide internal and external resources to ensure successful development and implementation of the High School and Beyond Plan;~~
- ~~B. Provide the opportunity for student choice, voice and ownership of the High School and Beyond Plan;~~
- ~~C. Teach students a planning process that provides a capacity to create, review and revise the High School and Beyond Plan;~~
- ~~D. Prepare all students for post-secondary options;~~
- ~~E. Align the High School and Beyond Plan with high school graduation requirements as determined by the State Board of Education and district high school graduation requirements;~~
- ~~F. Collect and analyze data to evaluate and improve the effectiveness of the High School and Beyond Plan; and~~
- ~~G. Assure parental involvement in the planning process, including the student's development of the High School and Beyond Plan.~~

## Senior Boards

The district requires that students complete a Senior Board presentation as a requirement for high school graduation. In assisting students with developing the Senior Board presentation the district should:

- A. Advise the student and parents of the requirement to complete a Senior Board as a graduation requirement;
- B. Provide the student assistance and guidance annually on completing the presentation;
- C. The Senior Board may include:

1. A demonstration of the student's ability to communicate in writing by completing a reflection;
  2. A demonstration of the student's ability to communicate orally through a presentation to teachers and/or community members;
  3. Completion of a self-directed student project that demonstrates the student's academic and management skills; and
  4. The opportunity for the student to complete a community service project or a project working with a community member;
- D. Review each student's progress ~~annually~~;
- E. Provide opportunities within the curriculum for students to work on projects; and
- F. Ensure projects align with ~~goals three and four of the learning goals~~ the student's High School and Beyond Plan

### **GRADUATION PATHWAY OPTIONS**

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

#### **Statewide High School Assessment**

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

#### **Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

#### **High School Transition Courses**

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

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**AP Courses and International Baccalaureate Programs**

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principals, AP calculus, and any of the international baccalaureate mathematics courses.

**SAT or ACT Scores**

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

**Combination of Options**

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

**Armed Services Vocational Aptitude Battery**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.

**Career and Technical Education Courses**

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

**Expedited Appeal Process for Waiving Student Assessment Requirements**

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

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the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

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

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

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

### **STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

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

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

- 
- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- 
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
  - 
  - 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
  - 
  - 2. A statement of waiver for any waived standard graduation requirements; or
  - 
  - 3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
  -
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
  - 
  - 1. The projected date by which all graduation requirements will be met; and
  -

2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

### **Seal of Biliteracy**

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

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

### **Waiver of Graduation Requirements**

~~All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal, pursuant to WAC 180-51-075 (2)(b).~~

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~~Additionally, physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.~~

~~The following procedure will be followed in graduation waiver requests:~~

- ~~A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.~~

~~An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12th year of school.~~

- ~~B. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver will be as follows:~~

- ~~1. Request will be initiated by the parent or the eligible student;~~
- ~~2. The principal will investigate the request for waiver of graduation requirements;~~
- ~~3. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;~~
- ~~4. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and~~
- ~~5. The parent or eligible student will be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than 30 days prior to the anticipated graduation date.~~

### **Alternative Programs**

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a district.

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

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;

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- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience~~The teaching component(s) of the program, including where and when teaching activities will be conducted by school district-certificated staff;~~
- E. ~~A schedule of the duration of the program, including beginning and ending dates within the school year~~ A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used~~A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;~~  
  
~~A description of intervention techniques and criteria for their use;~~
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel; ~~and~~
- I. Plans for evaluation of program, and
- J. How and by whom the student will be supervised.

A list of approved programs will be kept on file in the superintendent's office. Reasons for approval or disapproval will be communicated to those making the request.

### **Running Start**

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

In order to enroll in the Running Start program, students will be advised to:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.



- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

### **Credit for Career and Technical Work-Based Learning**

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience:

- A. The work program will be supervised by the school.
- B. The work experience will be specifically related to the school program of the student.
- C. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained will provide a varied experience.
- A work experience program will be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor.
- E. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
- F. One credit may be granted for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- G. A student participating will be legally employed and must have passed his/her sixteenth birthday.
- H. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
- I. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.
- J. Program standards and procedures will be followed and aligned with the state career and technical work based learning standards.

### **National Guard High School Career Training**

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's

Aberdeen School District No. 5

participation in a National Guard training program as follows:

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

### **Home School Credit**

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
  1. A journal which reflects the actual work completed during a home-study course of study
  2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
  3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student will demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
  1. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington, and
  2. Other schools or institutions which are approved by the district after evaluation for a particular course offering.

### **~~Students with an Individualized Education Program (IEP)~~**

~~A student with a disability may fulfill graduation requirements as follows:~~

- ~~A. By the age of 16, the student will participate with the IEP Team (including a special-education teacher, general education teacher, parents, student and other school personnel~~

~~and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study;~~

~~B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with their transition plan, appropriate graduation requirements. Modifications to the district's standard graduation requirements may include:~~

- ~~1. Attainable alternate classwork and/or individualized activities substituted for standard requirements;~~
- ~~2. A statement of waiver for any waived standard graduation requirements; or~~
- ~~3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.~~

~~C. The student will, in cooperation with their parent/guardian and the IEP team, determine:~~

- ~~1. The projected date by which all graduation requirements will be met; and~~
- ~~2. The projected date and conditions under which the student will participate in the graduation ceremony.~~

~~D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modify the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed/revised to accommodate the student's progress and development.~~

## **Graduation Ceremonies**

Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

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

Graduation ceremonies will be conducted in the following manner:

1. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
2. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

3. Students who participate will be expected to use good taste in their choice of accessories for their attire.
4. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
5. Failure to comply with the above requirements will automatically forfeit a student's privilege to participate in the graduation ceremonies.



Aberdeen  
School District

*Our Children,  
Our Schools,  
Our Future*

# Teaching & Learning Report

May 2020

# Current Status



- Academics
  - K - 5
  - 6 - 12
- Supporting Relationships
- Innovation

*Our Children,  
Our Schools,  
Our Future*



# Preparing for Fall

- Building the Foundation
  - Core 4
  - Distance Learning
  - Canvas Professional Development
  - Work Group
- Flexible Platform
  - OSPI Guidance

May, 2020

## **Twin Harbors Branch Skills Center to Offer Two Summer Courses for High School Students**

Twin Harbors, A Branch of New Market Skills Center, is offering summer courses for students to earn high school credit. Health Care Basics and Photography and Graphic Arts will be offered entirely virtually beginning June 22<sup>nd</sup> and ending July 9<sup>th</sup>.

Health Care Basics allows students the opportunity to learn the fundamentals of working in the health care field including some medical terminology and career opportunities. Photography and Graphic Arts students can expect to learn about photography, editing and design elements using simple tools. Students will earn 0.5 high school credits upon successful completion of either course. Courses are available to all incoming 9<sup>th</sup>-12<sup>th</sup> grade students in the following districts:

Aberdeen, Hoquiam, Lake Quinalt, Montesano, North Beach, Ocosta, Raymond, South Bend, Taholah, Willapa Valley and Wishkah Valley.

Space is limited. Please contact Lynn Green, Director, at [lgreen@asd5.org](mailto:lgreen@asd5.org) for registration information or check the Twin Harbors website <https://www.asd5.org/thsc>.





**Twin Harbors Branch**  
Skills Center

**Summer 2020  
Classes!**

**Earn High School**

## **Free CTE Courses for High School Students Offered Online!!**

**Health Care Basics:** Learn the fundamentals of working in the health care field

**Photography and Graphic Arts:** Learn photography, editing and principles of design



**Open to Incoming 9th through 12th grade students in the following districts:**

**Aberdeen \*\* Hoquiam \*\* Lake Quinalt \*\* Montesano \*\* North Beach \*\* Ocosta  
Raymond \*\* South Bend \*\* Taholah \*\* Willapa Valley \*\* Wishkah Valley**

**For Registration Information:  
Contact Lynn Green ([lgreen@asd5.org](mailto:lgreen@asd5.org)) or visit [asd5.org/thsc](http://asd5.org/thsc)**



## School Board Resolution

### SCHOOL BOARD RESOLUTION

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SECRETARY must sign this enrollment form to indicate that the School Board has approved the District's or School's membership in the Association and as members, these schools will follow the WIAA Rules and Regulations.

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### DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

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### INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's participation survey.

By signing below the School Board President and School Board Secretary affirm that the information above is accurate for the school district or private school listed.

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For your convenience, below is the form as a Word document. Feel free to download and print this version for your school board meeting. However, please submit the form **electronically** after it has been approved, as this is the most efficient way to properly update the WIAA database. Thank you!

If there are any questions, please contact Jennetta Blake at: [jblake@wiaa.com](mailto:jblake@wiaa.com) or (425) 988-6167.

### School Board Resolution (Word)

**PLEASE COMPLETE THIS FORM BY THE SECOND FRIDAY IN JUNE ANNUALLY.** Reminders will be emailed to School District Superintendent/Head of School.

\* = required field

#### School District Information

- \* Type  Public
- Private
- Charter
- Tribal

School District Name

Resolution # (optional)

#### Electronic Signatures

\* Superintendent/Head of School Name

\* School Board President Name

#### School Board Members

School Board Member 1   
(also WIAA Contact) WIAA Contact will receive monthly WIAA Newsletter.

School Board Member 2

School Board Member 3

School Board Member 4

School Board Member 5

\* **Signature Authorization**  We hereby affirm that the information above is accurate for the school district or private school(s) listed above and delegate authority to the WIAA over member school(s) listed on the Membership Renewal Form for extracurricular activities.

\* Submitter Email   
(A copy of the submitted form will be sent to the email address(es) provided. Separate multiple email addresses with a comma.)

If there are any questions, please contact Jennetta Blake at [jblake@waa.com](mailto:jblake@waa.com) or (425) 988-6167.

**CERTIFICATED**

**HIRE:** We recommend the Board approve the following administrator hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
John Crabb	Central Park Elementary	Principal .5 FTE	07/01/20

**RESIGNATION:** We recommend the Board approve the following administrator resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Derek Cook	Harbor High/Hopkins/Detention/GH Academy	Principal	06/30/20

**RESIGNATION:** We recommend the Board approve the following certificated resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Nicholas Barene	Miller Jr. High School	Music Teacher	08/31/20

**CLASSIFIED**

**RETIREMENT:** We recommend the Board approve the following classified retirement:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Sheila Wieland	Robert Gray Elementary	Food Service Worker	05/31/20

**RESIGNATIONS:** We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Keanen Boeholt-Lovgren	Stewart Building	Technology Tech Support 1	06/12/20
Kisa Mullikin	Stevens Elementary	Family Service Worker	08/31/20

6/2/2020