



360.458.1900
FAX: 360.458.6178
107 FIRST STREET NORTH
PO BOX 476
YELM, WA 98597-0476

SCHOOL BOARD MEMBERS: DEBBIE EDWARDS, PRESIDENT • DENISE HENDRICKSON, VICE PRESIDENT
BILL HAUSS • MARK ROHWEDDER • CASEY SHAW

AGENDA

Regular School Board Meeting

Thursday, March 14, 2024

6 p.m.

Southworth Elementary School
13849 Yelm Hwy. SE • Yelm, WA

Regular School Board Meeting

- A** **1. Call to Order**
Flag Salute

- I** **2. Audience**
Community Comments

- A** **3. New Business**
 - A. Individual Contracts**
 - 1. New Hires
Brittni Bracamonte, LK Health Room Assistant Jettie Byrd, PR Paraeducator SPED LRC
Timothy DeShazer, OSS ESA School Psychologist
Dennis Gubser, YHS Coach Assistant Baseball
Laura MacLean, OSS ESA School Psychologist Jill Nitz, RMS, Coach Assistant Volleyball
Kai Ki Tse, OSS ESA Occupational Therapist
 - 2. Leave of Absence
No Report 2nd. Year LOA
 - 3. Resignations/Retirements/Terminations
Kay Armenta, LK Teacher Kindergarten Retirement
Timothy Beaudin, YHS Coach Asst. Boys Wrestling Resignation
Janet Enlow, LK Teacher Elementary Specialist .50 FTE Resignation
Jaedyn Harlan, LK Teacher 1st Grade .50 FTE Resignation
Michael Holman, YHS Coach Asst. Boys Wrestling Resignation
Jeremiah Hume, YHS Coach Asst. Boys Wrestling Resignation
Caleb Iverson, Facilities Grounds Person – 9 Month Resignation
Regina Phillabaum, Food Service Satellite Cook Retirement
Emilia Snow, YHS Teacher French .40 FTE Resignation
Gaylord Strand, YHS Coach Head Boys Wrestling Retirement
Caleb Williams, YHS Teacher CTE Resignation
 - 4. Staffing Changes
No Report

- A** **B. Out-of-District Travel**
YHS Jazzline to Yakima, WA, March 22-24, 2024, to participate in the State Dance Championship, 18 students and 2 chaperones.
- I** **C. Policy Revisions**
First Reading – For Review
2409P Credit for Competency/Proficiency – Revision
2410 High School Graduation Requirements
2410P High School Graduation Requirements
- I** **4. Study Session**
A. Southworth Elementary School Spotlight
B. Assessment Update
- I** **5. Board Comments**
- I** **6. Superintendent’s Report**
- A** **7. Adjourn**

Next Board Meeting: March 28, 2024 – 6:00 p.m. Regular Business Meeting
Location: District Office

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent’s Office no later than three days before a meeting so that arrangements for the modification can be made.

A= Action

I= Information

D= Discussion



Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING: March 14, 2024

NEW HIRES:

<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
Brittni	Bracamonte	Lackamas	Health Room Assistant	2/16/2024	
Jettie	Byrd	Prairie	Paraeducator-SPED LRC	2/16/2024	
Timothy	DeShazer	OSS	ESA-School Psychologist	2/20/2024	
Dennis	Gubser	Yelm HS	Coach-Assistant Baseball	2/26/2024	
Laura	MacLean	OSS	ESA-School Psychologist	2/20/2024	
Jill	Nitz	Ridgeline MS	Coach-Assistant Volleyball	2/20/2024	
Kai Ki (Kay)	Tse	OSS	ESA-Occupational Therapist	9/3/2024	

LEAVES OF ABSENCE:

<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
-------------------	------------------	-----------------	--------------	-------------	-----------------

RESIGNATIONS/RETIREMENTS/TERMINATIONS:

<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
Kay	Armenta	Lackamas	Tchr-Kindergarten	8/30/2024	Retirement
Timothy	Beaudin	Yelm HS	Coach-Assnt Boys Wrestling	3/1/2024	Resignation
Janet	Enlow	Lackamas	Tchr-Elementary Specialist	8/30/2024	Resign .50 FTE
Jaedyn	Harlan	Lackamas	Tchr-1st Grade	8/30/2024	Resign .50 FTE
Michael	Holman	Yelm HS	Coach-Assnt Boys Wrestling	3/1/2024	Resignation
Jeremiah	Hume	Yelm HS	Coach-Assnt Boys Wrestling	3/1/2024	Resignation
Caleb	Iverson	Facilities	Grounds Person-9 Month	2/26/2024	Resignation
Regina	Phillabaum	Food Service	Satellite Cook	3/29/2024	Retirement
Emilia	Snow	Yelm HS	Tchr-French	8/30/2023	Resign .40 FTE
Gaylord	Strand	Yelm HS	Coach-Head Boys Wrestling	3/1/2024	Retirement
Caleb	Williams	Yelm HS	Tchr-CTE	8/30/2024	Resignation

STAFFING CHANGES:

<u>First Name</u>	<u>Last Name</u>	<u>From</u>	<u>To</u>	<u>Date</u>	<u>Comments</u>
-------------------	------------------	-------------	-----------	-------------	-----------------

Credit for Competency/Proficiency

High School and Beyond Plan

Students may earn up to 1.0 credit for completion of the High School and Beyond Plan. Students may earn **.25 credit in 9th, 10th, 11th and 12th grades upon completion of the required components** ~~0.5 credit in 10th grade upon completion of the 9th and 10th grade components and 0.5 credit in 12th grade upon completion of the 11th and 12th grade components.~~

Competency-Based Credit

Students who demonstrate proficiency on district, state, and national assessments may be awarded up to three credits based on the levels of proficiency outlined in the table below. Credit cannot be applied when students have successfully completed the course in the classroom. In addition, students may be awarded up to four credits for competency in World Languages based on state recognized assessments.

Competency-Based Credit Table			
Exam	Exam Criteria	Transcript Guidelines	Grade Earned
District recognized assessments aligned to high school state learning standards	70% proficiency	Up to 3.0 credits for 9th-12th equivalent course credits	Pass
Credit via completion of next higher level course: English, Social Studies, Math and Science	C or Higher in Next Higher Level Course	Up to .5 credit for failed course in each subject area: English, Social Studies, Math, Science	Pass
Credit via completion of next higher level course: Semester II Incompletes	C or Higher in Next Higher Level Course	Up to .5 credit for failed course in each subject area	Pass
Smarter Balanced ELA	OSPI Graduation Cut Score	Up to 1.0 credit for failed 9th or 10th grade English credit	Pass
	OSPI College and Career Ready Cut Score	Up to 1.0 credit for failed 9th, 10th, 11th, or 12th grade English credit	
Smarter Balanced Math	OSPI Graduation Cut Score	Up to 1.0 credit for failed Algebra I or Geometry credit	Pass
	OSPI College and Career Ready Cut Score	Up to 2.0 credits for failed Algebra I or Geometry credit	
WCAS	OSPI Graduation Cut Score	Up to 1.0 credit for failed non-lab science credit	Pass
State recognized assessments in world languages	Novice Mid – 1 credit Novice High – 2 credits Intermediate Low – 3 credits Intermediate Mid/High – 4 credits	Up to 4.0 credits for applicable language course credit	Pass
SAT Evidence-Based Reading/Writing	OSPI Graduation Cut Score	Up to 1.0 credit for failed 9th or 10th grade English credit	Pass
SAT Math	OSPI Graduation Cut Score	Up to 1.0 credit for failed Algebra I or Geometry credit	Pass
ACT English	OSPI Graduation Cut Score	Up to 1.0 credit for failed 9th or 10th grade English credit	Pass
ACT Math	OSPI Graduation Cut Score	Up to 1.0 credit for failed Algebra I or Geometry credit	Pass
SBCTC Enrollment Assessment for English (e.g., Accuplacer)	SBCTC Cut Score for Enrollment in 100 Level English Courses	Up to 1.0 credit for failed 9th or 10th grade English credit	Pass

SBCTC Enrollment Assessment for Math (e.g., Accuplacer)	SBCTC Cut Score for Enrollment in 100 Level Math Courses	Up to 1.0 credit for failed Algebra I or Geometry credit	Pass
Advanced Placement Exam	Score of 3+	Up to 1.0 credit for failed AP course by corresponding exam	Pass

Next Higher Level Course Trajectory

English (4.0 Credits): English 9, English 10, English 11, English 12

Social Studies (3.0 Credits): World History, United States History, .5 Civics/.5 Senior Social Studies

Math (3.0 Credits): Algebra 1, Geometry, and 3rd credit Math course approved by District and aligned to HSBP. Algebra II/Math Modeling/Probability & Statistics

Science (3.0 Credits): ~~Chemistry I, Biology, Physics~~ Physical Science, Biology and 3rd credit Science course approved through the district course development process and aligned to HSBP.

World Language

A. Definition:

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

B. Demonstrating Competency in a World Language

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from those available through the Small-Scale World Language Proficiency Testing partnership between the Office of the Superintendent of Public Instruction (OSPI) and the Washington Association for Language Teaching (WAFLT)

C. Determining Credit Equivalencies

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

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

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

Example: If a student demonstrated Novice High level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of

demonstrated proficiency, i.e. one credit for Novice Mid. The student would not receive individual credits for separate language skills. The total award is one World Language credit.)

D. Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency beginning in 9th grade. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

E. Paying for Assessments

The district will **cover all costs associated with participation in world language competency assessments** ~~set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced-price lunch.~~

F. Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, **will** may be awarded. ~~If requested by the student, the school counselors~~ **The district** will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

For Students in or Released from Institutional Education

Students in or released from an institutional education facility, shall be provided with access to World Language Proficiency tests, American Sign Language Proficiency tests, and General Educational Development (GED) tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. The school district will award at least one high school credit to students upon meeting the standard established by the state board of education on a World Language Proficiency Proficiency test, American Sign Language proficiency test, or a General Education Development test.

High School Equivalency Examination (GED)

Passing scores for the High School Equivalency Test (GED) are established by the State of Washington. The High School Equivalency Certificate is earned by successfully passing the following examinations: Reasoning through Language Arts; Mathematical Reasoning; Science; and Social Studies. Students may receive up to one credit for competency in the corresponding core subject area, as long as this credit has not been transcribed elsewhere by an accredited institution. Credits will be awarded with a grade of "Pass" in the following areas:

Reasoning Through Language Arts	English	1.0 Credit
Mathematical Reasoning	Math	1.0 Credit
Science	Science (Non-Lab)	1.0 Credit
Social Studies	Social Studies	1.0 Credit

YELM COMMUNITY SCHOOLS
YELM, WASHINGTON

- **ADOPTED: 06/21/2016**
REVISED: 3/23/17; 12/12/2019; 12/17/2020, 8/25/22, new date
-

2410

High School Graduation Requirements

The board will establish 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 or designee. 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 that may be pursued.

REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

Cross References:

Policy 2418	Waiver of High School Graduation Credits
Policy 3110	Qualifications of Attendance and Placement
Policy 3241	Classroom Management, Discipline and Corrective Action
Policy 3520	Student Fees, Fines and Charges

Legal References:

~~Law 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

RCW 28A.230.090 High school graduation requirements or equivalencies – High school and beyond plans - Career and college ready graduation requirements and waivers - Reevaluation of graduation requirements – Language requirements – Credit for courses taken before attending high school – Postsecondary credit equivalencies

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.655.250 Graduation pathway options](#)

[RCW 28A.655.260 Graduation pathway options-Review and monitoring-participation data](#)

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

Management Resources:

Policy News, April 1999 Variations complicate college credit equivalencies
Policy News, Dec. 2000 2004 High School Graduation Requirements Adopted
Policy News, February 2004 High School Graduation Requirements
Policy News, October 2004 Graduation Requirements: High School and Beyond Plans
Policy News, August 2007 Graduation Requirements Modified by Legislature
Policy & Legal News Dec. 2014; Oct. 2015

ADOPTED: 10/28/1999

REVISED: 6/22/00; 12/14/00; 3/22/01; 3/27/03; 5/27/04; 12/16/04; 6/20/06; 3/22/07;
4/26/07; 10/25/07; 4/23/09; 6/23/09; 7/22/10; 1/26/12; 6/27/12; 12/19/13; 10/23/14;
3/26/15; 12/17/15; 12/12/19, **new date**

Procedure No. 2410P High School Graduation Requirements

PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and their 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 may 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, unless requested otherwise by the student and the student's family, the district will award 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.

At the request of the student and the student's parent or guardian, high school credit earned before high school must be transcribed with a non-numerical grade of "pass." The non-numerical grade will not be included in the student's high school grade point average calculation. 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 or 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.

Awarding of High School Credits

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

1. Earning a passing grade according to the district's grading policy;

2. Demonstrating proficiency or mastery of content standards as determined by the district; (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

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. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credits. The district will evaluate credits from unaccredited programs or home schools 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.

Total Number of Credits Required

Class of:	2020	2021 and Beyond
Entering 9 th grade after July 1 of:	2016	2017 and beyond
English	4	4
Mathematics	3	4
Science	2 (with one lab course)	3
Social Studies	3	3
Arts	1	2*
Health and Fitness	2	2
Career and Tech Ed	1	0
World Language		2*
Electives	5	4
Total Required Credits:	22	24

May include Personalized Pathway Courses

~~Subject Area Credit Requirements and Approved Courses for the Class of 2020~~

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

- ~~• English: 4 credits are required in English 9, 10, 11, and 12.~~
- ~~• Math: 3 credits are required in Algebra I, Geometry, and 3rd Credit Course Approved by District and Aligned to HSPB.~~

- ~~Science: 2 credits are required including one laboratory science course and one science elective course.~~
- ~~Social Studies: 3 credits are required in World History, United States History, and Senior Social Studies.~~
- ~~Arts: 1 credit is required in Fine Arts.~~
- ~~Health and Fitness: 2 credits are required in Health (0.5) and Physical Education (1.5).~~
- ~~Occupational Education: 1 credit is required.~~
- ~~Occupational Education or Arts: 1 credit is required in any Fine Arts or CTE course.~~
- ~~Electives: 5 credits are required.~~
- ~~Washington State History non credit~~

_____ Total number of credits: 22

Subject Area Requirements and Approved Courses for Classes of 2021 and Beyond

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

- A. English: Four (4) credits required in *English 9, 10, 11, and 12*.
- B. Math: Three (3) credits are required in *Algebra I, Geometry, and a 3rd Credit Math Course Approved by District and Aligned to HSPB*.
- C. Science: Three (3) credits are required in **Physical Science, biology, and a 3rd credit Science course approved through the district course development process and aligned to HSPB** ~~Chemistry 1, Biology, and Physics~~.
- D. Social Studies: Three (3) credits are required in *World History (1.0), United States History (1.0), Civics (0.5 standalone), and Social Studies Elective (0.5)*].
- E. Arts: Two (2) credits are required (may include Personalized Pathway (1.0)).
- F. World Language: Two (2) credits are required (may include Personalized Pathway (2.0)).
- G. Health and Fitness*: Two (2) credits are required in *Health (0.5) and Physical Education (1.5)*.
- H. Career and Technical Education: One (1) credit is required
- I. Electives: Four (4) credits are required.
- J. Washington State History (non credit)

Total number of credits: 24

**[Per Chapter 28A.231 RCW, cardiopulmonary resuscitation (CPR) must be taught in at least one health class required for graduation. The CPR 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 for successful completion of the instruction.]

***[Per Chapter 180-51-210 WAC, an approved elective computer science course that is aligned to state learning standards set by OSPI and approved by the district's school board, can be used to fulfill the core graduation requirement of a 3rd credit math or 3rd credit science, which can be laboratory science. The following requirements must be met. First, prior to substitution, the school counselor provides the student and student's parent or guardian with written notification of the consequences of the substitution on postsecondary opportunities. Second, the student, the student's parent or guardian, and the school counselor or principal agree to the substitution. Last, the substitution is aligned with the student's high school and beyond plan.]*

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted **to the district course development process** ~~assistant superintendent~~ 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;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements that are part of the program or planned learning experience;
- E. 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;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of program; and
- J. How and by whom the student will be supervised.

~~The district will keep a list of approved programs on file in the assistant superintendent's office. The assistant superintendent will communicate the reasons for approval or disapproval 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 need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ~~ASSET or COMPASS~~ **required** placement ~~exam~~**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 Internships and Work-Based Learning

The district regards internships and work experience as a part of the educational program of students as part of the secondary school curriculum. The district may grant credit for work experience based upon the following factors:

- A. The school or designee will supervise the internship or work program.
- B. The internship or work experience will specifically relate to the student's school program.
- C. The internship or work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The internship or work experience will provide a varied job experience.
- E. The career placement counselor will supplement the internship or work experience with an adequate program of guidance, placement, follow-up and coordination between job and school.
- F. The internship or work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The employer may legally employ a student, who has passed their sixteenth birthday.
- I. A training site or employer will file a report of the student's performance with the school, indicating the student met the standards established for the internship experience or made satisfactory progress on the job.
- J. For work based learning, the regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements

standards.

K. For work based learning, the program standards and procedures align with the state career and technical work based learning standards.

L. Internships and work based learning opportunities require approval through the district's course approval process prior to implementation.

National Guard High School Career Training

The district may grant credit 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 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. The district may grant credit toward high school graduation 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 the following:
 - 1. A ~~journal~~ **record** that 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); 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 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 that are approved by the district after evaluation for a particular course offering.

HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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~~ **The high school and beyond plan process begins in sixth grade. Beginning by the seventh eighth grade,** each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. A sequence of Algebra, Geometry, and third credit math approved by the district and aligned to the High School and Beyond Plan are required.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postsecondary transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

~~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 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.~~

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.

~~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.~~

- ~~A. All high school and beyond plans will, at a minimum, include the following:
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 are aligned with the student's goals;~~
 - ~~5. Includes information about the college bound scholarship program; and~~~~
- ~~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 postsecondary program:
 - ~~—— 1. 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~~~~

~~2. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians fill out financial aid applications;~~

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

Components of the High School and Beyond Plan

1. Identification of career goals and interests, aided by a skills and interest assessment;
2. Identification of secondary and post-secondary education and training goals;
3. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 - h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192;
4. 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:
 - a. The college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;

d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and

e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and

5. 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, extracurricular activities, and any community service including how the district has recognized the community service.

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.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district..

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;
- Students who are experiencing homelessness as defined in *RCW 28A.300.542 (4); and
- Multilingual/English learners

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

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.

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 one high school credit in any of the following courses with a grade of C+ or higher in each term: Advanced Placement (AP) English Language Composition, AP English Literature and Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP World History, AP US History, AP United States Government and Politics, or AP Comparative Government and Politics; any of the International Baccalaureate (IB) Individuals and Societies courses or IB English Language and Literature Courses; or earn an E in any of the following Cambridge Advanced or Cambridge Advanced Subsidiary courses: English Language, Literature and English, English General Paper, Psychology, History, Sociology, Global Perspectives and Research, or Law.

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.

A student may demonstrate career and college readiness by meeting the requirement of A or B below in the AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics that the state board of education designates as eligible to be used to meet this standard:

- A. Earning high school credit with a grade of C+ or higher in each term in the eligible AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics course; or
- B. Earning at least the minimum score of three on advanced placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E€ or higher on A and AS level Cambridge international exams for the corresponding 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.

Performance-based Learning Experience

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

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 on the Armed Forces Qualification Test (AFQT) portion of the Armed Services Vocational Aptitude Battery (ASVAB) 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. The State Board of Education (SBE) will post eligibility scores at least annually by September 1st. Each student may choose to meet either the posted

minimum score the year the student takes the ASVAB or the score posted by the SBE on a later date prior to the student turning twenty-one years of age.

The school must inform students taking the ASVAB about the minimum eligibility score required by each branch of the military as well as information about eligibility requirements for specific military and non-military occupations they have an aptitude for. The SBE will maintain a web page with information about military occupation requirements and minimum eligibility scores required by each branch of the military.

The school must inform students regarding the ways in which their scores and personal information might be shared, per the agreement between the school and the United States Department of Defense. Each student must be given prior written notice of the option to decide whether the school can release the student's ASVAB scores to military recruiters for contact. A school administrator, teacher, or counselor must also explain and offer this option to students on the day of the test.

This pathway does not require students to meet the physical or other requirements for military enlistment, require enlistment, or require students to release their scores to the military for purposes of recruitment.

Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing the curriculum requirements of a Core Plus program relevant to the student's postsecondary goals outlined in the student's high school and beyond plan as defined in WAC 180-51-220 in aerospace, maritime, health care, information technology, or construction and manufacturing; or complete a sequence of at least two high school credits in career and technical education (CTE) courses that meet the following criteria:

The sequence is comprised of courses that are technically intensive and rigorous in a progression relevant to the student's postsecondary goals outlined in the student's high school and beyond plan as defined in WAC 180-51-220. Courses to satisfy this pathway must be comprised of either:

- (A) courses within the same career and technical program area, or
 - (B) a local sequence of courses within more than one career and technical program area if (1) approved through the district's established course approval process and (2) approved through the district's Career and Technical Education Advisory Committee as established under RCW 28A.150.500. The district must annually report approved local sequences for the prior school year to the Office of the Superintendent of Public Instruction.
- (ii) Each sequence of career and technical education courses must be comprised of courses that meet the minimum criteria identified in RCW 28A.700.030. Specifically, the

courses must:

(A) either:

(I) lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or-

(II) allow students to earn dual credit for high school and college through College in the High School, Advanced Placement, or CTE Dual Credit.

(B) be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(C) lead to postsecondary education, state or nationally approved apprenticeships, or workforce entry in a related field.

(iii) Satisfying the CTE pathway does not require a student to take a course that is part of a career and technical education preparatory program that is approved under RCW 28A.700.030 nor does satisfying this pathway require students to meet the separate English and mathematics graduation pathway requirements.

(iv) A course that is used to meet graduation pathway requirements may also be used to meet credit subject area requirements if approved through the district's established course approval process. This may include career and technical education courses approved for partial or full credit per RCW 28A.700.070.

~~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.655.064 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 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.~~

INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

Students 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 student's 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 focus 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 decisions 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 demonstrate proficiency in English by meeting the following requirements:

- A. Demonstrate proficiency in English by meeting statewide minimum graduation requirements in English for the student’s chosen pathway as established by the Washington State Board of Education; under RCW 28A.655.250. If a student has shown enough English proficiency to graduate, then that is appropriate to prove English proficiency for the seal; and
- 1. Demonstrate proficiency in one or more world language. All world languages are suitable to assess for the Seal, including Classical languages (Latin, Sanskrit, Ancient Greek), American Sign Language, and Tribal, Indigenous and Native languages. However, computer science or programming languages do not count toward world language credits.

Proficiency must be established by achieving at least intermediate-mid proficiency on all test components aligned to the American Council on the Teaching of Foreign Languages (ACTFL) scale. Tests which are not aligned to the ACTFL scale must show equivalent proficiency. Assessments must be national or international and approved by the Office of Superintendent of Public Instruction (OSPI).

Current List of OSPI Approved Assessments

Assessment	Provider
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	Language Testing International (ACTFL)
ACTFL Latin Interpretive Reading Assessment (ALIRA)	Language Testing International (ACTFL)
Advanced Placement (AP) Testing	College Board
ALTA Language Testing	ALTA Testing Service
American Sign Language Proficiency Interview (ASLPI)	Gallaudet University
Cambridge International (CI) AS & A Level	Cambridge Assessment International Education
Custom Tests	OSPI World Language in partnership with Avant Assessment and Extempore
International Baccalaureate (IB) Testing	International Baccalaureate (IB)
National Examinations in World Languages (NEWL)	American Councils for International Education

Standards-based Measurement of Proficiency (STAMP) Avant Assessment
including 3S, 4S, WS, and Monolingual Tribal Language Assessment
Tribal Language Assessment Tribe or Band
Writing Proficiency Test (WPT) & Oral Proficiency Language Testing
Interview (OPI) or Oral Proficiency on Computer (OPIc), International (ACTFL)
including SOBL Tribe or Band Language Testing
International (ACTFL)

Proficiency is established by meeting one of the criteria below:

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
4. Using reading assessments approved by OSPI (when developed);
5. 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
6. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI

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.

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:

- A. 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.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

AWARDING DIPLOMAS POSTHUMOUSLY

At the request of the parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in the district at the time of death
- Was deemed on-track to graduation before the time of death; and
- Died after matriculating into high school

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

WITHHOLDING STUDENT RECORDS

Refer to policy 3231

ADOPTED: 06/24/1999

REVISED: 06/22/00; 12/14/00; 03/22/01; 02/24/05; 06/20/06; 03/22/06; 04/26/07;
04/23/09; 06/27/12; 12/19/13; 10/23/14; 12/17/15; 12/12/2019, 8/25/2022, **new date**



Student Travel Request Form

Overnight and Out of State Travel Require Board Approval
Board Policy 2320

Community Schools

School: Yelm High School Class/Group: Jazzline
 *Date of Trip: 3/22/24 - 3/24/24 Number of Students: 18
 Trip Supervisor: CHERYLEE ROLFE Cell Phone: 360-561-9439
 *Destination: YAKIMA SUNDOME Phone: _____
 Address of Destination: 1301 S. FAIR AVE YAKIMA, WA 98901
 Depart from: YELM HIGH SCHOOL Departure time: 8:30 AM
 Return to: YELM HIGH SCHOOL Return time: 11:30 AM
 Chaperones/Advisors: MELANIE ANDERSON, STACIE LOVATO
 Method of Travel: District Bus (how many) 1 Chartered/Rented Vehicle(s) _____
 School Auto/Van (how many) _____ Commercial Airline Personal Vehicle
 Estimated Costs: Registration 0 Lodging \$2500.00 Travel _____
 Meals \$2016.00 Misc. _____ Student Fees _____
 Funding Source: ASB General Education Other: _____
 Acct/Dept Budget Code(s): 2000

- Prior to Leaving the Trip Supervisor:**
- Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.
 - Inform Food Service of number of students that may impact meal preparations.
 - Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.
 - Remind staff/chaperones to arrange a sub prior to the trip.
 - Ensure all non-staff chaperones are approved volunteers.
 - Remind chaperones they must adhere to Policy 5201 during the entire trip.

Educational Objective:

1. Purpose of the trip: STATE DANCE TEAM CHAMPIONSHIP
2. How have you prepared the students for the field trip? _____
3. What educational activities will you use to follow up on this impact of the trip? _____

Signatures for Approval

[Signature] Trip Supervisor [Signature] ASB Approval [Signature] Dept Budget Approval [Signature] Building Approval

Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.