

TO: Board of Directors

FROM: Garn Christensen, Superintendent
 Matt Charlton, Assistant Superintendent Secondary Education

SUBJECT: Review of the following polices for first reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	New Policy 2401 & Procedure 2401-P	Mastery-Based Credit for Content Areas
2000 Instruction	Delete Policy 2402 through Policy 2409	Individual Content Area policies
2000 Instruction	Policy 2413	Equivalency Credit Opportunities

DATE: August 23, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is new Policy 2401 Mastery-Based Credit for Content Areas which combined existing Policy 2402 – Policy 2409 into one policy and then its corresponding procedure 2401-P. Draft Policy 2401 incorporates the newest legislative language as well.

Policies 2402-2409 are posted separately on the website.

Draft changes to Policy 2413 Equivalency Credit Opportunities is also enclosed. Assistant Superintendent Matt Charlton has reviewed WSSDA's recommended policy/procedure language and kept language specific to Eastmont. He also consulted with EHS administrators and now recommends approval of these changes.

No corrections, changes, or concerns have been identified by Board Members.

ATTACHMENTS

Draft policies and procedure

FISCAL IMPACT

None at this time

RECOMMENDATION

The administration recommends approval of the policies listed above for second reading/ adoption.

[MASTERY-BASED CREDIT FOR CONTENT AREAS](#)

[This procedure covers the following content areas:](#)

- [English Language Arts](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)
- [The Arts](#)
- [Health & Physical Education](#)
- [World Language](#)

[Equivalency Course of Study](#)

[Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2410 High School Graduation Requirements and WAC 392-410-300.](#)

[Successful Completion of Next Higher-Level Course](#)

[Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.](#)

[ENGLISH LANGUAGE ARTS](#)

[Demonstrating Mastery in English Language Arts](#)

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;
- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain 1.0 English Language Arts credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

[MATH](#)

Demonstrating Mastery in Math

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in math. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
- The student may recover .5 math credit for each trimester following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
- The student may recover 1.0 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 math credit for passing a District-created assessment that is aligned to state learning standards for each trimester and a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

[SCIENCE](#)

Demonstrating Mastery in Science

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in science. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science. The science state test incorporates all course subjects so a pass score would be equivalent for a science course of biology, chemistry, or physics.
- The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available. A traditional written final is not available in forensics); or
- The student may recover 1.0 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 science per trimester challenged credit for passing a District created assessment that is aligned to state learning standards, as well as a portfolio of student work providing evidence of content knowledge and lab experiences. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

[SOCIAL STUDIES](#)

Demonstrating Mastery in Social Studies

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in social studies skills. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following way:

- The student may recover .5 social studies credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 social studies credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

[THE ARTS](#)

Demonstrating Mastery in The Arts

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in art skills. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following way:

- The Student may recover 1.0 credit art credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain 1.0 art credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

[HEALTH AND PHYSICAL EDUCATION](#)

Demonstrating Mastery in Health

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in health. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes. A student may receive a one-half (.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

[Students may obtain .5 health credit for passing a District-created assessment that is aligned to state learning standards.](#) Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

Demonstrating Mastery in Physical Education

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in knowledge of physical education. Students may waive one-half credit (.5) of physical education per semester. Students who waive physical education credits pursuant to RCW 28A.230.050 must still demonstrate sufficient proficiency in physical education knowledge.

Students may demonstrate sufficient mastery as follows:

1. First Waiver (.5 PE credit)

The student must meet mastery at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Concepts of Health and Fitness.
- District-approved fitness assessment (cognitive assessment on fitness education).

~~a.~~ [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

2. Second Waiver (.5 PE credit)

The student must meet mastery at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Fitness Planning.
- District-approved fitness assessment (cognitive assessment on fitness education that is different than First Waiver).

~~e.~~ [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

3. Third Waiver (.5 PE credit)

The student must meet mastery in one of the following:

- District-approved fitness plan/portfolio at 80% or higher.
- District-approved fitness assessment (cognitive assessment on fitness education that is different than Second Waiver) at 70% or higher.

~~a.~~ • [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

WORLD LANGUAGE

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.”

[The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery 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 the following:](#)

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the District will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

[4.5. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples’ Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.](#)

Determining Mastery and Credit Equivalencies

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

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

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

Offering Testing Opportunities

The District will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. 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.

Paying for Assessments

The District will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs.

Reporting Results

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

MASTERY-BASED CREDIT FOR CONTENT AREAS

The Eastmont Board of Directors recognizes the value of preparing students in the content areas of English Language Arts, Math, Science, Social Studies, The Arts, Health & Physical Education, and World Language:

- Preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines.
- Preparing students in math for college, career, and life.
- Preparing students to become literate in science and providing instruction about conservation, natural resources, and the environment and helping them to be environmentally and sustainability literate;
- Helping students become part of an active and engaged citizenry;
- Providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts;
- Providing students instruction in health and physical education; [and](#)
- Preparing students to be global citizens with the skills to communicate in English and other world languages.

The District encourages students to learn effectively at a high level of ~~proficiency~~ [mastery](#). [As described in the procedures, the District will award credits to students based on demonstrated mastery across a range of skills.](#)

The District ~~also recognizes~~ [acknowledges](#) the importance of allowing students to learn at their own pace and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts. Students may further develop skills through [independent](#) activities and programs [and are encouraged](#) ~~The District encourages students and their families~~ to take advantage of any learning opportunities available to them.

[To ensure cultural responsiveness and equity in awarding mastery-based credit, the District will collect and periodically review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the District will take appropriate actions to ensure equitable access to these crediting opportunities.](#)

Cross Reference:

Board Policy 2410

High School Graduation Requirements

Legal References:

RCW 28A.230.090

High school graduation requirements or equivalencies — ~~High school and beyond plans~~ — Reevaluation of graduation requirements — Review and authorization of

proposed changes —~~Language requirements~~—Credit
for courses taken before attending high school —
Postsecondary credit equivalencies

WAC 180-51-050

High school credit — Definition

[WAC 180-51-051](#)

[Procedure for granting students mastery-based credit](#)

[Management Resource:](#)

[Policy & Legal News, December 2020](#)

ENGLISH LANGUAGE ARTS

~~The Eastmont Board of Directors recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The Board also recognizes students may further develop these skills through activities and programs. The District encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.~~

~~The District will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of proficiency.~~

~~The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.~~

~~In order to recognize the English Language Arts proficiency of students, the Superintendent is directed to develop procedures for awarding English Language Arts credits to students based on demonstrated proficiency across a range of English Language Arts skills.~~

Cross Reference:

~~— Board Policy 2410 — High School Graduation Requirements~~

Legal References:

~~— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies
— WAC 180-51-050 — High school credit — Definition~~

MATH

~~The Eastmont Board of Directors recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The District encourages students and their families to take advantage of any math learning opportunities available to them.~~

~~The District will encourage students to use math effectively at a high level of proficiency.~~

~~The District acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.~~

~~In order to recognize the math proficiency of students, the superintendent is directed to develop procedures for awarding math credits to students based on demonstrated proficiency across a range of math skills.~~

Cross Reference:

~~— Board Policy 2410 — High School Graduation Requirements~~

Legal References:

~~— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies
— WAC 180-51-050 — High school credit — Definition~~

SCIENCE

~~The Eastmont Board of Directors recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The District encourages students and their families to take advantage of any science learning opportunities available to them.~~

~~The District will encourage students to learn science effectively at a high level of proficiency.~~

~~The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.~~

~~In order to recognize the science proficiency of students, the Superintendent is directed to develop procedures for awarding science credits to students based on demonstrated proficiency across a range of science skills.~~

~~Cross Reference:~~

~~— Board Policy 2410 — High School Graduation Requirements~~

~~Legal References:~~

~~— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies
— WAC 180-51-050 — High school credit — Definition~~

SOCIAL STUDIES

~~The Eastmont Board of Directors recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The District encourages students and their families to take advantage of any social studies learning opportunities available to them.~~

~~The District will encourage students to learn social studies effectively at a high level of proficiency.~~

~~The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.~~

~~In order to recognize the social studies proficiency of students, the Superintendent is directed to develop procedures for awarding social studies credits to students based on demonstrated proficiency across a range of social studies skills.~~

~~Cross Reference:~~

~~— Board Policy 2410 — High School Graduation Requirements~~

~~Legal References:~~

~~— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies~~

~~— WAC 180-51-050 — High school credit — Definition~~

THE ARTS

~~The Eastmont Board of Directors recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The District encourages students and their families to take advantage of any learning opportunities in the arts available to them.~~

~~The District will encourage students to learn the arts effectively at a high level of proficiency.~~

~~The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.~~

~~In order to recognize student proficiency in the arts, the Superintendent is directed to develop procedures for awarding credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.~~

~~Cross Reference:~~

~~— Board Policy 2410 — High School Graduation Requirements~~

~~Legal References:~~

~~— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies
— WAC 180-51-050 — High school credit — Definition~~

HEALTH AND FITNESS

The Eastmont Board of Directors recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs.

The District encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

In order to recognize student health and fitness proficiency, the Superintendent is directed to develop procedures for awarding credits in health and physical activity to students based on demonstrated proficiency across a range of skills in health and fitness.

Cross Reference:

— Board Policy 2410 — High School Graduation Requirements

Legal References:

— RCW 28A.210.365 — Food choice, physical activity, childhood fitness —
Minimum standards — District waiver of exemption policy

— RCW 28A.230.050 — Physical education in high schools

— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies

— WAC 180-51-050 — High school credit — Definition

INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

The Eastmont Board of Directors recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The Board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs.

The District encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

In order to recognize student proficiency in environmental and sustainability education, the Superintendent is directed to develop procedures for awarding credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

Cross Reference:

— Board Policy 2410 — High School Graduation Requirements

Legal References:

— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies

— WAC 180-51-050 — High school credit — Definition

— WAC 392-410-115 — Mandatory areas of study in the common school

WORLD LANGUAGES

~~The Eastmont Board of Directors recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online, or living abroad.~~

~~The District will encourage students and their families to take advantage of any language learning opportunities available to them.~~

~~To enable students to fully benefit from the advantages of multilingualism, the District will encourage students to learn to understand, speak, read, and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.~~

~~In order to recognize the language proficiency of students, the Superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.~~

~~Cross Reference:
— Board Policy 2410 — High School Graduation Requirements~~

~~Legal References:
— RCW 28A.230.090 — High school graduation requirements or equivalencies —
High school and beyond plans — Reevaluation of
graduation requirements — Review and authorization of
proposed changes — Language requirements — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies
— WAC 180-51-050 — High school credit — Definition~~

EQUIVALENCY CREDIT OPPORTUNITIES

~~A. Experiential Education Opportunities~~

~~The District may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the District or conducted primarily by individuals not employed by the District. To grant credit for such experiences, a proposal for approval of credit must be submitted to the District's designated team.~~

~~The proposal will include the following elements:~~

- ~~1. Name of program or planned learning experience;~~
- ~~2. Length of time for which approval is desired;~~
- ~~3. Objectives of the program or planned learning experience;~~
- ~~4. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;~~
- ~~5. Description of how credits shall be determined (completion of a District-defined course or satisfactory demonstration of proficiency or competency in the related state learning standards in accord with WAC 180-51-050(1));~~
- ~~6. Content outline of the program and/or major learning activities and instructional materials to be used;~~
- ~~7. Description of how student performance will be assessed;~~
- ~~8. Qualifications of instructional personnel;~~
- ~~9. Plans for evaluation of program; and~~
- ~~10. How and by whom the student will be supervised.~~

~~Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.~~

~~B.A. Career and Technical Education Courses Provided by the District~~

~~Until September 1, 2021, the District will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction (OSPI) under RCW 28A.700.070.~~

~~On or after September 1, 2021, any Any statewide equivalency course offered by the District or accessed at a skill center will be offered for academic credit.~~

The District may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by OSPI under RCW 28A.700.070.

Eastmont High School will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a District team appointed by the superintendent/designee.

The District team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

~~C. Competency-based Credits~~

~~The District may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).~~

~~To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.~~

~~The competency examination must be offered in a proctored setting with appropriate technology. The District will approve the site(s) where the examination is offered, which could include individual schools, District buildings, community colleges, universities, education service districts, or other community settings. The District will award credit based on the highest examination score.~~

~~The District will receive official test results for each student who takes a competency examination. The District will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass".~~

~~D. In awarding academic credit for computer science, the District will follow the course equivalency approval procedure described above for career and technical courses. Courses Taken Before Attending High School~~

~~The District will award high school credit for computer science courses taken before attending high school if either of the following occurs:~~

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

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

B. Computer Science Courses

A. AP Courses

The Board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science, [and may be used by a student to meet third-year math or science graduation requirements](#). The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Cross References:

Board Policy 2170
Board Policy 2410

Career and Technical Education
High School Graduation Requirements

Legal References:

Laws of 2019, ch. 180, §2 High school computer science courses — Availability — Competency testing

RCW 28A.230.010	Course content requirements — Access to career and technical course equivalencies — Duties of school boards of directors — Waivers
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
WAC 180-51	High School Graduation Requirements
WAC 392-410	Courses of Study and Equivalencies

Management Resources:

[Policy & Legal News, February 2021](#)

[Policy & Legal News, December 2020](#)

Policy & Legal News, July 2019

Policy & Legal News, May 2018

Policy & Legal News, September 2013

Policy News, August 2006

TO: Board of Directors
 FROM: Garn Christensen, Superintendent
 SUBJECT: Approval of the following polices for Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy 3241	Student Discipline
3000 Students	Policy 3432	Emergencies
6000 Management Support	Policy 6000 and Procedure 6000-P	Program Planning, Budget Preparation, Adoption, and Implementation
6000 Management Support	Policy 6600	Transportation

DATE: August 23, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are WSSDA recommended updates to the following policies and they incorporate the newest legislative language as well:

- Policy 3241 Student Discipline
- Policy 3432 Emergencies
- Policy 6000 Program Planning, Budget Preparation, Adoption, and Implementation and Procedure 6000-P
- Policy 6600 Transportation

Executive Director Cindy Ulrich, Executive Director Spencer Taylor, and Assistant Superintendent Matt Charlton have reviewed these changes and recommend approval as well.

No corrections, changes, or concerns have been identified by Board Members.

ATTACHMENTS

Draft policies and procedure

FISCAL IMPACT

None at this time

RECOMMENDATION

The administration recommends approval of the policies listed above for second reading/ adoption.

STUDENT DISCIPLINE

~~“Discipline” means any action taken by Eastmont School District in response to behavioral violations. Discipline is not necessarily punitive[A1], but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:~~

Introduction/Philosophy/Purpose

The Board of the Eastmont School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success.[A2]

“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with ~~families and the community and striving to understand and be responsive to cultural context~~ school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures[A3];
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need ~~during suspension and expulsion to complete their education without disruption;~~
- Facilitating collaboration between school personnel, students, ~~and~~ parents, and families and thereby supporting to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- ~~Providing~~ Implementing culturally responsive discipline that provides [A4] every student ~~with~~ the opportunity to achieve personal and academic success; and
- Providing a safe environment for all students and for District employees.

Rights and Responsibilities/District Commitment[A5]

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

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

The District will observe[A6] students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Minimizing exclusion, engaging with families, and supporting students [A7]

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

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

~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The District must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require~~

~~language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The District's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.~~

~~As described in the procedures, the District will offer educational services to students during suspension or expulsion. When the District administers a long-term suspension or expulsion, the District will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.~~

Staff authority

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

Ensuring fairness, providing notice, and an opportunity for a hearing

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

~~The District has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from~~

~~transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.~~

Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, that led to them and other forms of discipline the District considered or attempted [A8] ~~them~~, is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will ~~periodically collect and review~~ data on disciplinary actions ~~taken against students administered~~ in each school. ~~The data will be disaggregated into subgroups,~~ as required by RCW 28A.300.042, including and any additional data required under other District policies and procedures. ~~students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The District will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the District will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.~~

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards [A9] and review the fidelity of implementation of those standards. Schools will work together to:

1. Establish consistent behavioral expectations with students and proactively teach expectations [A10] across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors [A11] that may or may not result in classroom exclusion [A12] or are severe enough that an administrator needs to be involved.
4. Identify [A13] a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools' handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. [A14] A school's building discipline standards must be annually approved by the assigned executive director or assistant superintendent.

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

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

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community[A15].

As part of this development and review process, the District will use disaggregated data[A16] collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

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

This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, and WAC 392-190.048.

Distribution of Policies and Procedures

The District will make ~~its discipline policies and procedures~~ the current version of this policy and procedure available at the building level to students, families, community, contractors, and all District personnel and offer language assistance for students and parents with limited-English proficiency. ~~to families and the community. The District will annually provide its discipline policies and procedures to all District personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The[A17] school district will ensure District employees and contractors are knowledgeable of the discipline policies and procedures.~~

Application

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

Cross References:

Board Policy 2161	Special Education and Related Services for Eligible Students
Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy 3122	Excused and Unexcused Absences
Board Policy 3200	Rights and Responsibilities
Board Policy 3210	Nondiscrimination
Board Policy 3244	Prohibition of Corporal Punishment
Board Policy 3520	Student Fees, Fines, or Charges
<u>Board Policy 4210</u>	<u>Regulation of Dangerous Weapons on School Premises</u>
Board Policy 4218	Language Access Plan

Legal References:

RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW	Compulsory school attendance and admission
Chapter 28A.320, RCW	Provisions applicable to all districts
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600, RCW	Students
RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable
RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
WAC 392-190-048	Access to course offerings — Student discipline <u>and corrective action</u>
Chapter 392-400, WAC	Pupils <u>Student Discipline</u>
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964 <u>— Discrimination prohibited</u>
42 U.S.C. 2000d et seq.	<u>Title VI of the</u> Civil Rights Act of 1964

Management Resources:

Policy & Legal News, February 2021

Policy Alert, April 2019

Policy & Legal News, August 2018 and *Policy News*, June 2010

EMERGENCIES

~~A school district's top priority is student safety. To do this requires all employees to plan for potential emergencies, practice identified drills, and respond to supervisor directives in emergency situations. Employees are always expected to take immediate action if a student's, or employee's safety is threatened or an accident or injury has occurred.~~

~~When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area. The superintendent will develop procedures for emergencies and practice drills consistent with state law.~~

~~The following Drills will be practiced annually at all schools with students:~~

- ~~A. Earthquake;~~
- ~~B. Evacuations;~~
- ~~C. Lockdown;~~
- ~~D. Reunification; and~~
- ~~E. Shelter In Place.~~

~~The following Drills will be practiced annually with supervisors as table top exercises:~~

- ~~1. Bomb Threat~~
- ~~2. Building/District closure~~
- ~~3. Internet/Network Loss~~
- ~~4. Lost or Missing Student~~
- ~~5. Medical Emergency~~
- ~~6. Pandemic~~
- ~~7. Person with Gun~~
- ~~8. Power Loss~~
- ~~9. Sewage Loss~~
- ~~10. Water Loss~~
- ~~11. Weather Emergency~~

The Eastmont School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans will:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures; and
- Annually record and report information and activities required in subsection 28A.320.125.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the District will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation will consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop – cover – hold on):

1. Shelter-in-Place

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to

remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

2. Lockdowns

Lockdowns are meant to isolate staff and students from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

3. Evacuations

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the District, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or District needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones will plan and participate in one pedestrian evacuation drill annually.

4. Earthquakes: Drop – Cover – Hold on

The Board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District will, at a minimum, also develop response plans for the following:

1. Pandemic/Epidemic[WA(1)]

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent/designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the District and establish procedures to provide

for staff and student safety during such an emergency and a continuation of instructional services when feasible.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the District, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

2. Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

2.3. Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent/designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills will include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans will also include reunification plans. Schools will document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross Reference:

Board Policy 4310

District Relationships with Law Enforcement, ~~DSHS, and the Health Department~~ and Other Government Agencies

Legal References:

RCW 19.27.110

International fire code — Administration and enforcement by counties, other political subdivisions, and municipal counties
— Fees

RCW 28A.320.125

Safe school plans — Requirements — Duties of school districts and schools, ~~and educational service districts~~ — Reports — Drills — Rules — First responder agencies

Management Resources:

[Policy & Legal News, February 2021](#)

Policy & Legal News, July 2017

Policy and Legal News, June 2013

Policy News, August 2008
Policy News, October 2006
Policy News, February 1999

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

A district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of a district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs, and support services. Each year a budget will be prepared for the ensuing fiscal year. The budget will set forth the complete financial plan of the district for the ensuing school year.

Prior to presentation of the proposed budget for adoption, the superintendent/[designee](#) will prepare for the Board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with ~~patrons~~ [community members](#) prior to action by the Board.

~~Notice and Conduct of Budget Hearings~~

~~Upon completion of the proposed district budget for the ensuing school year, notices shall be published in a local paper of general circulation in two successive weeks announcing the date, time and place of the budget hearing as required by law. The notice shall also state that any person may appear and be heard for or against any part of such budget. The last notice shall be published no less than seven days prior to the hearing.~~

~~Copies of the proposed budget shall be made available at the district office by July 10 unless the superintendent of public instruction has delayed the date because of the state operating budget was not adopted by June 1.~~

~~The district shall submit one (1) copy of its budget to its educational service district for review and comment.~~

~~Budget: Adoption and Filing~~

~~The budget for the ensuing school year shall be adopted by board resolution following a public hearing. Such action shall be recorded in the official minutes of the board. Copies of the budget as adopted shall be filed with the North Central Educational Service District for review. Copies of the budget will be filed with the state superintendent of public instruction.~~

Fiscal Year

The District's fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

Budget Preparation, Notice, and Submission to ESD and OSPI

On or before the tenth day of July in each year, the District will prepare the budget for the ensuing fiscal year. The annual budget development process will include the development or update of a four-year budget plan that includes a four-year enrollment projection. The four-year budget plan must include an estimate of funding necessary to maintain the continuing costs of program and service levels and any existing supplemental contract obligations.

The completed budget must include a summary of the four-year budget plan and set forth the complete financial plan of the District for the ensuing fiscal year.

Upon completion of the budget, the District will electronically publish a notice stating that the District has completed the budget, posted it electronically, placed it on file in the District Administration Office, and that a copy of the budget and a summary of the four-year budget plan will be furnished to any person who calls upon the District for it.

By July 10th, the District will submit a copy of the budget and four-year budget plan to the North Central Educational Service District and to the office of superintendent of public instruction (OSPI) for review and comment, unless OSPI has delayed the date because the state operating budget was not adopted by June 1st.

Budget Notice, Hearing, Adoption, and Filing

The Board of Directors will meet to fix and adopt the budget for the ensuing fiscal year. The District will provide notice of the meeting. The notice will designate the date, time, and place of the meeting. The notice will also state that any person may appear at the meeting and be heard for or against any part of the budget, the four-year budget plan, or any proposed changes to uses of enrichment funding. The District will publish the notice electronically and will publish it at least once each week for two consecutive weeks in a newspaper of general circulation in the District (or if there is none in the district, in a newspaper of general circulation in the county or counties in which the district is a part). The last notice will be published no later than seven days before the meeting.

On the day given in the notice, the Board of Directors will meet at the time and place designated. At the meeting, the Board of Directors will fix and determine the appropriation from each fund contained in the budget separately; will by resolution adopt the budget, the four-year budget plan summary, and the four-year enrollment projection; and will record its action in the official minutes. Copies of the budget will be filed with the OSPI.

Eastmont School District is a 1st Class District. Therefore, the following dates for adoption and filing of the budget are as follows:

- Budget adopted by August 31
- Budget filed with ESD by September 3
- Budget filed with OSPI by September 10

Budget Implementation

The Board places responsibility with the superintendent/[designee](#) for administering the operating budget, once adopted. All actions of the superintendent/[designee](#) in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the Board;
- C. Complete listing of expenditures for supplies, materials, and services is presented for Board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted Board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the Board;
- F. The superintendent/[designee](#) will be responsible for establishing procedures to authorize and control the payroll operations of the District. ~~The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member. No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, and state retirement, or in compliance with a court order such as garnishment;~~ and
- G. Financial reports are submitted to the Board each month.

Cross References:

Board Policy 5005

Employment: Disclosures, Certification Requirements, Assurances, and Approval

~~Board Policy 6022~~

~~Minimum Fund Balance~~

Board Policy 6213

Reimbursement for Travel Expenses

Legal References:

RCW 28A.300.060	Studies and adoption of classifications for school district budgets — Publication
RCW 28A.320.010	Corporate powers
RCW 28A.320.020	Liability for debts and judgments
RCW 28A.320.090	Preparing and distributing information on district's instructional program, operation, and maintenance — Limitation
RCW 28A.330.100	Additional powers of board
RCW 28A.400.240	Deferred compensation plan for school district or educational service district employees — Limitations
RCW 28A.400.250	Tax deferred annuities — Regulated company stock
RCW 28A.400.280	Employee benefits — Employer contributions — Optional benefits — Annual report
RCW 28A.400.300	Hiring and discharging of employees — Written leave policies — Seniority and leave benefits, transfers of employees transferring between school districts and other educational employers
RCW 28A.405.400	Payroll deductions authorized for employees
RCW 28A.405.410	Payroll deductions authorized for certificated employees — Savings
RCW 28A.505	School Districts' Budgets
RCW 28A.505.040	Budget — Four-year budget plan — Notice of completion — Copies — Review by ESD educational service districts
RCW 28A.505.050	Budget — Notice of meeting to adopt
RCW 28A.505.060	Budget — Hearing and adoption of — Copies filed with ESDs
RCW 28A.505.080	Budget — Disposition of copies
RCW 28A.505.150	Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures
Chapter 28A.510 RCW	Apportionment to District — District Accounting
RCW 41.04.020	Public employees — Payroll deductions authorized
RCW 41.04.035	Salary and wage deductions for contributions to charitable agencies — “United Fund” defined — Includes Washington state combined fund drive
RCW 41.04.036	Salary and wage deductions for contributions to charitable agencies — Deduction and payment to United Fund or Washington state combined fund drive — Rules, procedures
RCW 41.04.230	Payroll deductions authorized
RCW 41.04.233	Payroll deductions for capitation payments to health maintenance organizations

[RCW 41.04.245](#)

[Payroll deductions to a bank, savings bank, credit union, or savings and loan association](#)

WAC 392-123-054

Time schedule for budget

Management Resources:

[Policy & Legal News, February 2021](#)

Policy & Legal News, June 2018

Policy & Legal News, October 2011

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

School district administration shall work diligently to develop and implement budget management practices to follow the direction established by the Board of Directors. Consistent implementation of these management strategies should result in a stable school district fiscal health and should be accomplished without significantly affecting the education of its students.

Board Fiscal Management

1. Annual budgets must be balanced with anticipated revenues and available cash reserves equaling or exceeding anticipated expenditures.
2. Maintain an unassigned fund balance amount in the General Fund of an amount not less than 8% of appropriated operating expenditures as required per Policy No. 6022 Minimum Fund Balance.
3. An adequate undesignated, unreserved fund balance is needed to solidify the district's bond rating for future bond issues.
4. Passage of maintenance and operation levies are imperative to the fiscal stability of the district.

Administrative Budget Management

Strong budget management practices include:

1. Developing and strictly adhering to a balanced annual budget, including the Minimum Fund Balance policy requirement;
2. Anticipating and budgeting for ongoing major expenses;
3. Identifying sufficient funding for those mandated programs, such as Special Education, that are inadequately funded by the state.

Specifically, administration should:

1. Recommend policies to the school board and develop procedures that strengthen budget accountability at the district, building and department levels. These strategies should include:
 - A. Each school should maintain a 5% carryover in their non-employee related costs budget annually.
 - B. Schools intending to carryover more than 15% of those funds may report the need to the superintendent or his designee.
 - C. Assure that the unassigned fund balance shall only be used for unplanned, non-recurring, costs.

- D. The majority of proceeds from the sale of surplus property should be invested and that the earned interest is assigned to the unassigned general fund balance.
 - E. Funds must be budgeted, on an annual basis, for ongoing major expenses such as curriculum adoptions, technology and transportation.
 - F. Continue to conservatively project enrollment and staffing.
2. Additionally, district administration should:
- A. Investigate the feasibility of allocating administrators, teachers and specialists to schools proportionately to the number of students enrolled in the school.
 - B. Develop a process that utilizes efficiency consultants and other strategies to regularly review existing programs and departments for opportunities to reduce expenditures without significantly affecting student services.
 - C. New Program/Special Activity Grants
If minimum unassigned fund balance is met in draft estimates for the upcoming budget year, the administration shall set aside an amount equal to .01% of the unassigned minimum fund balance for Board authorized New Program/Special Activity Grants. For example - an estimated unassigned fund balance of \$3,000,000 would result in a total amount of \$30,000 for new programs and activities.

Proposals to the Board shall be submitted using the District Grant Application Approval procedure outlined in Policy 6115. These proposals shall be due to the Superintendent's secretary by close of business on the last work day in May. Applications received late will not be accepted. Applications should include the following at a minimum:

- 1. Board Goal or Initiative(s) supported by the program or activity. The maximum amount to be granted per program or activity is \$10,000.
 - ~~○ For 2017-2022, preference will be given to proposals that support new STEM/STEAM type activities that involve students learning to use common hand tools to construct and build take home projects, or projects that can be sold as a school, PTO, or ASB fund raiser.~~
 - ~~○ Activities using fluid related connections such as hoses, couplings, and fittings, as well as hardware including nails, screws, bolts, washers, and nuts. Tools include screwdrivers, wrenches, sockets, and hammers.~~
- 2. Strategies and supporting activities to accomplish goals.
- 3. Rationale why funding the program/activities demonstrates the best and maximum use of public K-12 local funds.
- 4. Funds may not be requested to enhance current educational programs or to enhance individual classroom technology.

5. Three year budget including all personnel, travel, materials and supplies, and all other anticipated fees. A 10% reserve shall also be included in the budget for unanticipated expenditures.
6. Three signatures of employees who will support the proposal plus one building principal who will serve as the program/activity administrator. The responsible Eastmont educators shall present an annual executive summary Board Report at one of the Board's regular meetings.

Successful recipients will be required to provide a report to the Board at the end of their initial year of operation. The funds will cease unless a new proposal is approved by the Board. Programs may be eligible to be included in the regularly funded programs of the District after three years.

The Board shall review all proposals in September once revenue and enrollment estimates are confirmed. Successful applicants shall be notified in October.

Fiscal Communication

Administration should purposefully and regularly communicate with its patrons about all aspects of district operations, including fiscal management. The communication should be broad-based in order to reach all components of the community, and provide opportunity for citizen input.

This should include:

- ~~1. Developing a timely explanation of the current fiscal situation and the district's strategies for attaining fiscal stability.~~
- ~~2.1.~~ Annually develop and communicate a clear, simplified citizen budget.
- ~~3.2.~~ Develop an explanation of the inadequacy of state and Federal education funding of basic education and the need for local support through Maintenance and Operation Levies.

Payroll: Authorization and Control

Employment of all certificated and classified staff must be approved by the Board and authority to pay for such services rendered follows this approval. Annual salaries will be determined by placement on the District salary schedule in terms of position, experience, ~~and~~ training (where applicable), and collective bargaining agreements (where applicable). Proper documentation is required to receive credit for experience and training.

Personnel Action

~~To initiate a personnel action, the supervisor shall initiate a personnel action notice. The notice shall be approved by:~~

- ~~A. Personnel department giving assurances that the contemplated action is consistent with all procedures related to the district's employment practices;~~

~~B. Business department giving assurance that there are adequate funds covering the proposed action;~~

~~C. Superintendent giving final authority for the personnel action.~~

Salary Warrants

Unless otherwise ~~indicated~~ specified, each staff member will receive a salary warrant on the last working day of each month equal to 1/12 of the staff member's yearly salary less statutory, contractual, and voluntary deductions. Voluntary payroll deductions ~~shall~~ must be authorized by the Board. The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member.

The District will make payroll deductions for staff as required by law, such as federal withholdings, applicable state retirement contributions, and industrial insurance premiums.

The District will make payroll deductions for staff based on contractual agreements, such as those required by collective bargaining agreements.

The District may make voluntary payroll deductions for staff from District approved deductions after an employee has submitted a written request to make such a deduction. Examples include credit unions, United Way, life insurance, tax-sheltered annuities, etc.

~~Present statutory deductions are as follows:~~

~~OASI ————— Deducted during the calendar year from each pay warrant beginning with January 1 payroll until the required amount is deducted.~~

~~WITHHOLDING TAX ————— Deducted according to the current Internal Revenue Service schedule.~~

~~MEDICAL AID ————— Deducted from each pay warrant for all staff as set by the State Department of Labor and Industries.~~

~~RETIREMENT ————— Washington State Public/Schools Employees' Retirement System — Deducted from each pay warrant of non-certificated staff holding eligible positions at the rate set by the state.~~

~~————— Washington State Teachers' Retirement System — Deducted from each pay warrant of staff at the rate set by the state for the particular retirement plan.~~

~~HOURLY OR DAILY ————— Hourly or daily staff must submit Time and Attendance Reports. These must be signed by the staff member and approved by the staff member's supervisor.~~

Leave

~~District leave provisions are covered in district policies. Upon return from a leave, the staff member shall complete a time slip and any related leave forms. The time slip must be approved by the staff member's supervisor. The business office shall compile the amount of leave used on a monthly basis. Accrued leave shall be reported on the staff member's warrant statement. Staff must submit time slips when they do not report to work regardless of the nature of the absence, whether illness, emergency leave, nonreimbursable leave or vacation.~~

TRANSPORTATION

The Eastmont School District may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the District may allow the student to transport his or her infant on a school bus or other student transportation vehicle provided by the District. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the District denies the student's request to transport his or her infant by school bus, the District must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the District or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

Each year the superintendent/designee will present to the Board the number of students ~~who are transported~~ who live within the minimum distance of their schools and for whom there appears sufficient justification for the District to provide transportation. In this report, the superintendent/designee will also provide the reasons why each of these students is transported.

The District's transportation program will comply in all ways with state law and regulation. Transportation services of the District may include approved bus routes, district-approved field trips, school activities (participants only), and extracurricular activities (rooters). The superintendent/designee is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

Routes and Schedules

The superintendent/[designee](#) will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The Board may authorize the use of a District-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors will be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference will be given to that route more directly serving the largest number of students;
- B. Location of bus stops may be determined by such factors as student safety, economy, and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe; and
- C. School schedules will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The District will apply for state transportation apportionment funds and will maintain the records required to obtain such funding.

Emergency Routes and Schedules

The District will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's/[designee's](#) judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules will be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the District may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Legal References:

~~RCW 28A.160~~

RCW 28A.160.030

[RCW 28A.160.160](#)

~~Student transportation~~

Authorizing individual transportation or other arrangements

[Student transportation allocations — Definitions](#)

RCW 28A.160.240 Transportation of infants

~~WAC Chapter 392-141~~ WAC Transportation — State Allocation for
eOperations

WAC 392-172-~~204~~A-02095- Transportation (~~Special Education~~)

~~WAC 392-172-035~~ ~~Definitions of “free appropriate, public education,”~~
~~“adult student,” “special education student,” “parent,”~~
~~and “public agency”~~

Management Resources:

Policy & Legal News, February 2021