Seattle Public Schools

Counseling Services

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Superintendent

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I. Introduction

This Counseling Services manual was originally created in response to the implementation of the No Child Left Behind Act (NCLB), other changes in state and federal regulations and statutes, and the creation of the district's Prevention and Intervention Services department within the School Services department, to help eliminate barriers to learning and provide the opportunity to examine the status of counseling services throughout the district. Additionally, this manual has been revised to set forth the district's secondary administrative procedures, particularly related to the issuance of credit and grades.

II. Administrative Requirements

All practices outlined in this manual must be in alignment with federal and state laws and regulations. In addition to federal and state laws and regulations, the following types of documents set the parameters for this manual:

School Board Policy: These are formal rules adopted by the Board of Directors of Seattle Public Schools, which apply district-wide. Typically, board policies are relatively broad in nature, though some Seattle School Board policies are very specific. School board policies can only be changed by a majority vote of the Board.

School Board Procedure: The school board often adopts a district-wide school board procedure as a companion to a school board policy. The procedure describes how the policy will be administered. However, board-adopted policies do not require board-adopted procedures. Like school board policies, school board procedures can only be changed by a majority vote of the board.

Administrative Procedures or Guidelines: These are documents created by the superintendent or the superintendent's designee that set district-wide expectations. Administrative procedures or guidelines do not need board approval to be altered, but changes need to be approved by the superintendent or designee who authored them originally. Administrative procedures or guidelines must be in line with school board policies and procedures, meaning that they can explain in detail how a school board policy or procedure is going to be implemented, but they cannot contradict school board policies and procedures. Administrative procedures or guidelines may include forms to be used for implementation.

School Rules and Practices: These are developed by a school and describe how that school is going to administer a policy, procedure, and/or administrative requirement or guideline. These enable site-based specificity, but cannot be contrary to the policy, procedure, and/or administrative or guideline they are implementing. These rules and practices must be approved by the principal and/or appropriate building decision-making bodies, need to be kept current, and need to be posted online or otherwise be readily available upon request.

The principal is responsible for communicating changes in policy, procedure, requirements, or practices to staff, students, and parents.

Other definitions that may be useful are:

Teacher of Record—The teacher of record is the certificated staff member who is ultimately responsible for the course content, grades, attendance, and discipline for a course.

MDT—Multi-Disciplinary Team.

SIT—School Intervention Team. SIT often makes decisions regarding accommodations for students with disabilities who are subject to Section 504 of the Rehabilitation Act of 1973 (students with disabilities who are not in need of special education services).

MTSS- Multi-Tiered System of Support

IEP—Individual Educational Plan. An IEP is directly related to the IDEA (Individuals with Disabilities Education Act) and special education needs.

MDR—Manifestation Determination Review. This is a team meeting related to instances when students with disabilities are subject to certain disciplinary actions.

What follows are topics or services areas related to counseling. For each topic, the relevant reference is provided, and the reference is followed by administrative requirements. Principals and counselors will be notified as administrative requirements are developed or modified.

References:

Board policies and procedures: http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15630

The Revised Code of Washington (RCW), Washington's statutory laws, and Washington Administrative Code (WAC) Washington's administrative regulations: http:// c.leg.wa.gov/

Seattle Public Schools Office of General Counsel

1   Rehabilitation Act of 1973, Section 504-

1.1   Reasonable Accommodations for Students with Disabilities

Reference: [Seattle Public Schools Section 504 Handbook](#)

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that is designed to eliminate disability discrimination in programs and activities that receive federal funds. Since all public-school districts receive federal funds, all public-school districts must comply with Section 504. Under Section 504, denying a disabled student a free appropriate public education (FAPE) constitutes disability discrimination. The Seattle Public Schools Student Section 504 Handbook is designed to assist staff in understanding what Section 504 is and how it should be implemented.

1.2   Section 504 Building Coordinator

Every school must designate an employee as its 504-building coordinator. The building coordinator is a certificated staff member at each school who is designated to coordinate all Section 504 activities within the school and is responsible for coordinating all aspects of the Section 504 referral and evaluation process. In most instances, schools will designate a staff member, such as a school nurse, counselor, psychologist, or administrator, to serve as the building coordinator.

1.3   Site-based provision of Section 504-related services

Seattle Public Schools recognizes and supports the rights of students to enjoy equality of treatment and access to opportunities in education. Our diverse student population is strengthened by its commitment to embrace all learners, including those with disabilities. Section 504 of the Rehabilitation Act of 1973 guarantees that students with disabilities have the ability to access a free appropriate public education (FAPE). Any school-aged student who has a mental or physical impairment that substantially limits one or more major life activities qualifies under Section 504. No student should be on both a Section 504 and an Individualized Education Plan (IEP) at the same time.

2   Extracurricular Activities/Athletics

References: [Superintendent Procedure 2151](#)-Interscholastic Activities Policy

Students must maintain a minimum grade point average (GPA) of 2.0 in all subjects and be taking enough classes to ensure progression toward graduation (on track to earn at least 2.5 credits per semester) in order to participate in school-based extracurricular activities governed by the WIAA. "E" grades count as 0.0 in calculating the GPA. Up until the 5th week, students may elect to take one course per semester for Pass/No Credit (P/N). Classes taken P/N count as courses in terms of activities and athletics, but are not calculated in a student's GPA. Students who hope to participate in NCAA sports in college should check with their counselor before taking academic classes P/N. Contact your athletic director for more detailed information.

School athletic directors will monitor eligibility for athletics. School counselors can work with administrators, club advisors and activity coordinators to come up with a consistent system for monitoring eligibility in extracurricular activities other than athletics.

For information related to WIAA:
[Seattle Schools Student Handbook](#)(Athletic Eligibility)
http://www.ncaa.org/ (National Collegiate Athletic Association (NCAA) Eligibility Center)
http://www.playn (National Association of Intercollegiate Athletics (NAIA) Eligibility Center[(National Association of Intercollegiate Athletics (NAIANAIA - National Association of Intercollegiate Athletics) Eligibility Center)](#)

3   Equivalency Courses of Study

References:

WAC 392-121-107- Definition- Course of Study

WAC 392-121-182- Alternative Learning Experience Requirements

WAC 392-169 – Special Services Programs-Running Start Program

WAC 392-410-340 –Equivalency Credit for Alternative Learning Experiences

WAC 392-415-070- all equivalency courses attempted must be documented on transcript

School Board Policy/Procedure 2255-Alternative Learning Experience Schools/Programs

School Board Policy/Procedure C16.00 – Acceptance of Correspondence or College Courses

School Board Policy/Procedure 2024 Not more than eight Online Learning credits towards graduation make live

Superintendent Procedure 2024SP- Procedures for Policy 2024

Running Start website

3.1   Running Start

Running Start (RS) is a recognized course of study offered by (community) affiliated, local, 2-year, 4-year colleges which is available to high school students who have earned sufficient credits to obtain at least 11th grade standing. The RS program provides high school students the opportunity to enroll in college-level courses for credit, with free or reduced tuition, while earning high school credit at the same time for up to six quarters.

3.1.1   Signing up for Running-Start

The school counselor, RS counselor, and the student need to communicate throughout the process. Students who are interested in the RS program should contact their high school counselor and the RS coordinator at any area college that offer Running Start. Students should also consult with their high school counselor, teachers and family about their readiness for college-level work and the college environment.

3.1.2   Eligibility for Participation in Running Start

To participate in Running Start, students must meet the state eligibility requirements as established by WAC 392-169. The district determines high school grade placement based on the number of years a student has been in school, regardless of credit status. In accordance with School Board Policy 2420, grade level is determined by the years a student has been enrolled in high school.

Students must have gained 11th grade standing per district policy to participate in RS. Six quarters of eligibility is based on the start of the school year when a student gains 11th grade status. Consult the RS website (link above) or RS Coordinator at the particular community college for the rules regarding 5th year seniors.

Students who do not have 11th grade standing may attend college or university courses at their own expense. However, these courses are <u>not</u> a part of the RS program, and students must comply with the requirements for Equivalency Courses of Study, which are outlined in section 3.2.

Students for whom a "Declaration of Intent to Home School" form is on file with the district shall be enrolled in high school according to the following schedule:

- Freshman/9th grade if age 14 by August 31 of the year wishing to enroll
- Sophomore/10th grade if age 15 by August 31 of the year wishing to enroll
- Junior/11th grade if age 16 by August 31 of the year wishing to enroll
- Senior/12th grade if age 17 by August 31 of the year wishing to enroll

Students will be assigned the appropriate grade level during the enrollment process. Being placed at a given grade level does not eliminate the need to complete all graduation requirements if the student is attempting to earn a diploma through the district. For the purposes of RS enrollment only, a home-based instruction student may be considered a Junior/11th grade either by reaching age 16 as described above *or* by taking the college English and Mathematics Placement exams and placing into 100-level or credit-earning college classes. Placement exams are given at the colleges and students are responsible for paying the exam fee. Colleges offer a variety of exams or methods for English or Math placement. Check college websites for placement policy.

Students who are enrolled in private schools who meet RS eligibility requirements may access RS classes through their local public high school by completing standard enrollment procedures at the Service Center, have attained junior or senior standing according to the district's system of class standing per district policy, and there is capacity in the student's grade and program at the school. If the school does not have capacity in the student's grade and program, the student should be referred to another school that has capacity.

Foreign exchange students who hold J-1 Visas and meet all Running Start eligibility requirements can attend RS. International students who hold F-1 Visas are not eligible to participate in RS.

3.1.3 Necessary Documentation

Eligible students who wish to take RS Courses must complete a Running Start Enrollment Verification Form (RSEVF) prior to starting any RS courses for each quarter of RS in 11th and 12th grade. If there are any changes to the student's schedule at any point in any quarter in which the student is participating in RS either at the high school or the college, they must submit a revised RSEVF. Eligible students must also complete the Seattle Public Schools RS Form (available in FORMS on Secondary School Counselor website) prior to registering for and attending RS classes for the first time.

3.1.4   Accurately Completing the Running Start Enrollment Verification Form

A student must complete an Enrollment Verification Form for every quarter in which they wish to attend Running Start. It is very important that the information on this form is accurate so that the district does not get charged for students enrolled over the 1.2 combined high school/college full-time enrollment (FTE) allowed by the state. Errors occur when a student's high school FTE recorded in the District Student Information System and reported to the state does not match the FTE entered on the EVF sent to the colleges. To avoid RS Overages, read SPS "Running Start Enrollment Verification Form Guidelines" Detailed instructions on how to accurately complete this form can be found with the EVF form on the district Internal Secondary Guidance and Counseling page

3.1.5   Acceptance of Running Start Credits

Acceptable RS courses must be designated at the 100 level or above by the college. A 1.0 RS credit is equivalent to .2 high school credit. For a 5-credit RS course, the student would earn 1.0 high school credit. The posting of this credit is dependent upon the circumstances.

- If the student is taking a 100 level or above course, the school name entered into Historical Grades is the student's home school. (e.g., the student fills a seat at Ballard and took a Math 102 Q-College Algebra course. The Historical Grades School would then be at Ballard.)
- If the student is taking a course lower than the 100 level, the school name entered into Historical Grades is the Running Start school. (e.g., the student fills a seat at Ballard and took a Math 080 Preparatory Mathematics course. The previous school record would then be Seattle Central College and the Historical Grades School would be Seattle Central College.)

Running Start is not offered during the summer quarter.   If students attend non-SPS Summer Programs for high school credit, an "Equivalency Form" must be completed, signed by principal and placed in student's Cumulative File. Refer to section 3.2 Summer school credit will be entered using out-of-district/high school out-of-district (OOD/HOD) course codes with a previous school entered, not district school.

- All RS grades are to be placed on a Seattle Public Schools transcript.
- Credit earned through RS may be applied toward graduation requirements and can be applied to the appropriate subject area as set out in the equivalency chart or as an elective.
- Official community college transcripts will serve as official documentation of RS courses completed and credits earned. Spring quarter transcripts from many community colleges are not available prior to the district's commencement exercises. Thus, students who are depending on the inclusion of spring quarter RS credits toward meeting their graduation requirements may not be eligible to participate in commencement,

although upon receipt of the community college transcript, the credits will apply to graduation.

- School counselors are responsible for interpreting transcripts. Each building will determine who will enter the data.

<u>Note</u>: Running Start students who take college classes during the summer quarter outside of the RS program must complete the Equivalency Course of Study Proposal and credits earned during the summer will be entered as OOD credits. See section 3.2.

Terms used for Running Start credit in PowerSchool, per the Historical Grades New quick reference document (QRD):

- RS Fall - PowerSchool Q2
- RS Winter - PowerSchool Q3
- RS Spring - PowerSchool Q4

RUNNING START COURSE EQUIVALENCIES

FOR NORTH, CENTRAL AND SOUTH SEATTLE COMMUNITY COLLEGES

High School Course	College Course	Colleges
English 11 A/B	ENG 101	N, C, S
English 12 A/B	Any English course 101 and above	N, C, S
	or Business English BUS 131	S
Washington State History	HIS 214 Pacific NW History	N, C, S
US History 11A	HIS 136 US History to 1877 or	N, C
	HIS 146 Colonial America or	C, S
	HIS 147 Revolutionary America	N, C
US History 11B	HIS 137 US History Since 1865	C, S
	HIS 147 Revolutionary America or	N, C, S
	HIS 148 20th Century America	N, C, S
American Government *	POL 202 American Government	N, C, S
Senior Social Science **	POL 203 International Relations or	N, C, S
	Econ100, Econ201, Econ202	N, C, S
Health Education	HEA 150 Health & Human Sexuality	N, C
	PSY 230 Human Sexuality	S
	HEA 125 Health and Wellness	S
Math	MAT above 100	N, C. S
	Bus 116 Business Math Calculators	S
Science	SCI 100 Introduction to Science	N, C, S
	Any Additional Science Course	N, C, S
Fine Arts	DRA 100 Introduction to Drama	C, S
	MUS 100 Music in the Western World	C, S
	ART 100 Introduction to Art	C, S
	DRA, MUS, ART any 100 or Above	N, S
Occupational Education	Any course designated as Vocational by the College District Examples: ITC 110 Program	N, C, S

	Concepts & Fundamentals, ACCT 110 Intro to Accounting, ECED 105 Intro to Early Childhood Education	
Electives	World languages or any other class for which student qualifies	N, C, S

* Seattle School District

** Highline School District

3.2 Correspondence, Online, Private School, or College Courses (other than RS) for High School Credit

Students must submit an Equivalency Course of Study Proposal to the principal or the principal's designee for approval prior to beginning the experience to ensure that credit will be recognized. All equivalency courses of study attempted for credit must be documented on a student's transcript per WAC 392-415-070. Students may not opt to omit a course from their transcript based on the course outcome.

3.2.1   Portable Assisted Study Sequence (PASS)

PASS is a program offered by the Office of Secondary Education for Migrant Youth (SEMY). SEMY is funded by OSPI, pursuant to a contractual agreement that OSPI has with the Sunnyside School District. The Sunnyside School District is responsible for accrediting the courses within the PASS program, and issues transcripts for students who take PASS courses. Therefore, an Equivalency Course of Study Proposal is not required for PASS classes. The Sunnyside School District transcript will serve as documentation for approval of credits.

3.2.1.1   Eligibility

The OSPI grant for the PASS program is specifically for migrant students who are unable to complete traditional high school course work because they (or their families) are doing seasonal agricultural work. Students eligible to participate in the PASS program at no cost must be identified and referred by their home district as migrant students. However, SEMY also sells packets to non-migrant students who wish to take the courses for other reasons. One of the benefits of PASS is that they have the ability to provide students with materials in Spanish.

3.2.1.2   No Need for Inter-District Agreements

The Sunnyside School District does not claim basic education allocation FTE for PASS students; it instead gets block funding for the program from OSPI via a Title I grant. As such, this is not a situation where the district has to enter into a contractual agreement with the Sunnyside School District in order for students to take PASS courses while enrolled in Seattle Public Schools.

3.2.1.3   Credit Recognition

Regardless of what venue students take to access PASS, they receive a transcript from the Sunnyside School District. Thus, if a student wanted to have Seattle Public Schools recognize credit earned via PASS, they must produce a transcript from the Sunnyside School District. Seattle Public Schools would then treat that transcript as if it were a transcript from Sunnyside High School, an accredited Washington state public high school. For more information regarding PASS, contact Mariela Galvez, ELL and International Programs at 252-0165

3.2.2   Online Courses

Students in the district are allowed to take online courses, at their own expense, for placement and/or credit. For more information, please see School Board Policy 2024 and Superintendent Procedure Board Policy 2024SP.

3.2.2.1   Credit Recognition

Upon receipt of an official transcript showing a course for which an Equivalency Course of Study Proposal has been submitted, the district may grant credit for online courses, which are found on the OSPI accredited list: http://digitallearning.k12.wa.us/. All online course work should be entered using Seattle Public Schools out-of-district course codes (OOD/HOD).

3.2.2.2   Responsibilities

Student responsibilities:

1. Submit an Equivalency Course of Study Proposal.
2. Adhere to the district's code of conduct for academic integrity and all rules outlined in the Student Rights & Responsibilities Handbook.
3. Comply with course/program participation and completion requirements.
4. Notify the district if participation in an online course/program ceases or changes.
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.
6. Participate in an online course/program orientation, if available.

Parent or guardian responsibilities:

1. Parents or guardians are responsible for costs/fees.
2. Parents or guardians are responsible for providing appropriate technology for participation in any coursework for which the district does not provide technology.

District responsibilities:

1. Inform parents/guardians prior to student enrollment in any online course or program.

2. Inform staff, parents/guardians and students of the online courses and programs that are available to them. [Approved Online Programs](#)

3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees.

4. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.

3.2.3 Limit on Number of Credits from Online Sources

No more than eight (8) online learning credits may be obtained for high school graduation purposes.

3.2.4 Public School Online Academies

There are several school districts within Washington that offer online course work. Credits earned by students in another school district's online academy are to be treated like credits from another public high school, not as equivalency courses, as long as the student presents a transcript from the public school district. Students cannot be enrolled in Seattle Public Schools and another school district without an agreement entered into by the two districts through enrollment services in conjunction with the Seattle Public Schools legal office. These agreements are only for high school students, not for students in grades K-8. However, any student may be released to attend an online academy full-time through an inter-district release completed via the Enrollment Service Center at the JSCEE.

3.2.5 Other Equivalency Courses of Study

Planned learning experiences conducted away from the school under the supervision and linked to one or more of the state learning goals and related essential academic learning requirements may be undertaken with prior approval from the principal or principal designee, and requires the completion of the necessary Equivalency Courses of Study forms in advance. Students may earn credit by participating in National Guard high school career training and National Guard youth challenge. All equivalency courses of study attempted for credit must be documented on a student's transcript.

3.3 Necessary Documentation

Students must submit an Equivalency Course of Study Proposal to the principal or the principal's designee for approval prior to beginning the experience, in order to ensure that the credits will be recognized. Receipt of credit will be contingent upon provision of an official transcript reflecting satisfactory completion of the course, as well as documentation establishing that the work performed in the course meets or exceeds Washington Grade Level Expectations (GLEs). For programs approved by the superintendent or superintendent designee that do not issue transcripts, counselors may accept other forms of documentation, such as a report card.

3.4 Coding of Credits

Courses taken at colleges and universities outside of the Running Start program, and all out of-district (OOD) courses other than Running Start, are entered using out-of-district course codes (HOD). This includes courses taken during the summer by students who are taking college courses during the school year as part of the RS program. Search for OOD codes in District Course Catalog.

3.5 **Alternative Learning Experiences**

Alternative Learning Experience (ALE) schools offer learning experiences for public school students developed and supervised by a student learning plan and certified teachers. Each Seattle Public Schools ALE school maintains written student learning plans for every child, report monthly academic progress and provide an academic program, which supports a variety of student interests and abilities. ALE schools adhere to Washington Administrative Code (WAC) 392-121-182 Opens a New Window…
 Cascade Parent Partnership is an ALE program that serves K-8 students. Cascade offers K-8 programming on campus. Each student has a comprehensive individualized student learning plan (SLP), overseen and directed by Highly Qualified Teachers (HQT). In addition to providing K-8 classes aligned with Common Core and Seattle Public Schools curriculum, Cascade teachers oversee and direct offsite classes for students, as needed.
Cascade is funded as an ALE program through OSPI, with the flexible design to meet student needs through a combination of onsite classes, programs in the community, and home learning.
ALE High Schools are Interagency Academy, Middle College, and Nova. They, along with Cascade Parent Partnership Program, are also recognized as "Service Schools"

4   Intervention Services Schools (Service Schools)

High School assignment options include:

Interagency Academy Sites

YEP, Alder Academy, Opportunity Skyway, Southwest at Youngstown, UDYC, Metrocenter YMCA, Southeast Academy, Orion, Ryther Center, SeaMar, YWLA, Columbia, Int Open Doors and Southwest YFS.

- Placements to Interagency (IA) sites can be short- or long-term.
- Interagency includes KC Juvenile Detention, KC Jail, Youth Care Bridge and Casa de los Amigos. Students transitioning from long-term placements in these facilities will be supported by Interagency.
- Placements to Education Service Center at Southwest Youth and Family Services will be for a maximum of one year.
- Students are not able to graduate from an Education Center and must return to a district high school for at least one full semester before they are eligible to graduate.

South Lake High School

- Placements to South Lake High School can be short- or long-term.
- Provides a GRADS parenting program for teen parents with childcare center and a teaching lab.
- Provides a small school setting focused on project based learning, offers avid and alternative credit retrieval.

Seattle World School

Seattle World School is for students who are in need of credit retrieval or who have not been successful in a comprehensive high school setting and need extra services. Seattle World School:

- Offers direct and digital academic instruction.
- Provides student-centered, alternative option that encourages the development of community, personal responsibility, and active learning in the core disciplines of math, science, social studies, and language arts.
- Provides a reentry program and alternative credit retrieval.

Newcomer Program (Bilingual Orientation Center): contact Enrollment Services (206) 252-2253

High School/College & Career Planning—General Seattle Public Schools Enrollment Application & Choice Form

Main Number: (206) 252-2200 school tours and general information

Middle College High School – High Point (206) 588-4936, Northgate (206) 366-7941, Seattle University (206) 720-3078, University of Washington (206) 685-3476

Bridges Program

The BRIDGES program is designed to help young adults with disabilities who continue to need special education services meet their post-secondary transition goals. The BRIDGES Program has multiple sites. Please visit webpage for more information.

BIDGES Main Office: 206-252-0058

Seattle Skills Center

The Seattle Skills Center is committed to delivering advanced career and technical education for high school students sixteen and older . Courses offer high school credit, industry recognized certification, advanced learning, and free college credit. Several Skills Center classes are cross-credited with Applied Math, Fine Arts and Lab Science. Programs are distributed throughout the city, not in a single building or location. Seattle Skills Center programs are located within Seattle Public Schools' high schools and community-based sites.

SPS Skills Center has multiple sites. Please visit your high school counselor or our website for more information.
Main Office: 206-252-0730

4.1 Interagency Academy Referral, Assessment, and Placement Process

The Columbia Center at Interagency Academy opened in August 2010 as a comprehensive intake center for students eligible for alternative, safety-net schools. This includes students who are required to complete behavior modification as a result of a disciplinary infraction, students in need of credit retrieval, or students who have not been successful in a comprehensive high school setting and need extra services.

Important Contacts at Interagency

Main Number: (206) 743-3930	Contact this person when you need to:
Kaaren Andrews, Interagency Principal (206) 321-0416	Find answers to process questions, discuss the appropriateness of a referral.
Martha Ortiz-Williams, Administrative Secretary (206) 252-6816	Find someone at the Center or refer a parent to someone for answers about the Center.
Mary Tuaolo, Office Specialist (206) 252-6800	Find out if a referral has been received/processed.
Jowell Rollolazo, Student Assignment Facilitator (206) 252-6819	Obtain information about a student's enrollment status or placement.
Breanna Guillet, School Counselor (206) 743-3967 Debbie Otto, School Counselor (206) 743-3967	Acquire information about a student's academic standing or postsecondary planning.
Brenda McGhee, Transition Specialist (206) 252-6814	Discuss a court-involved youth.
Anthony Kane, Re-entry Transition Specialist (206) 252-6816	Discuss a student referred for re-entry/ behavior modification.
Melinda Leonard, Assistant Principal (206) 326-9187 Melissa Rysemus, Assistant Principal (206) 437-1131	If you are unable to reach any of the people listed above.

Step 1—Referral
A student is referred to Interagency for behavior modification, credit retrieval, or other unmet needs. Referrals come from comprehensive high schools, the JSCEE enrollment center, agency staff, parents/guardians, probation/parole officers, special education, or safety/security.
To make a referral:

1. Talk to the student and family about the referral and your recommendation for a new placement. Let them know that they are to report to The Columbia Center on the designated intake day.
2. Fill out the Interagency Referral Form and make sure the student's current grades are up-to-date in PowerSchool. Withdrawal grades will be used for awarding partial credit at Interagency.

3. Email or fax the referral and withdraw form to Kitisha Jones at kkjones1@seattleschools.org or (206) 743-3931.
4. Confirm the receipt of your referral via phone at (206) 743-3930.

Step 2—Assessment of Present Levels of Performance and Goals

The assessment is done by specialists to gather baseline data for each student, including student's goals for their education. The data used to make placement decisions includes the following:

- Present levels of performance—academic (reading, writing, math), behavior/safety, mental health, truancy, drug/alcohol
- Current credit status and academic history
- Barriers to student learning—learning disabilities and special education status, ELL status, abuse issues, mental health, parenting/pregnancy, truancy, homelessness, court involvement
- Post high school and career goals

The assessment process takes 4 school days, and students are required to attend on Thursday, Friday, Monday, and Tuesday from 9:00am-12:00pm in order to get a program assignment.

Note: The Columbia Center must have a referral before a student is able to begin the intake process.

Step 3—Create a Personalized Learning Plan

A personalized learning plan is created for each student based on the data collected during the intake. This plan will be monitored and updated throughout the student's placement by school staff and staff from the Center. All outside parties involved in the student's education are encouraged to participate in the plan and will be updated on student progress to the maximum degree.

Step 4—Return to Referring School

Once the student has completed behavior modification class, Anthony Kane will set up a transition meeting to support a successful return to the home school. Please be responsive to his requests as participation from the referring school is essential for student success.

Other Interagency/Education Center students wishing to return to district high schools may do so at the beginning of any semester in accordance with district enrollment policies. The Columbia Center staff will contact district high school counselors to help with this transition.

4.2   South Lake Referral, Interview Process, and Assessment

Important Contacts at South Lake High School

Main Number: (206) 252-6600	Contact this person when you need to:
Laura Davis-Brown, Principal (206) 252-6600	
Joe Powell, Assist. Principal (206) 252-6606	Discuss a court-involved youth, a student referred for reentry/behavior modification and/or drug/alcohol offense or counseling.
Susana Flores, Administrative Secretary (206) 252-6600	Find someone at South Lake or refer a parent to someone for answers about South Lake.
Meleana Maake, Registrar (206) 252-6600	Obtain information about a student's enrollment status and to arrange an intake interview.
Beverly Luster, Head Counselor (206)252-6608	Acquire information about a student's assignment, general school questions, post-secondary planning, school tours, and childcare.
Childcare Supervisor (206) 252-6640	Inquire about the Parent Education Lab (childcare center).

Step 1—Enrollment Process
South Lake High School welcomes all students to a small, supportive, and structured educational setting where academic achievement is the celebrated outcome. Some program highlights are: credit retrieval, AVID, project based learning, Graduation Reality and Dual-Role Skills (GRADS parenting program for males & females); Parent and Child Education Center (on-site childcare).
To enroll:

- Families or students may contact their school counselor regarding an assignment to South Lake High School.
- Students must request placement to South Lake High School from the enrollment center at JSCEE at the time of registration.
- Students, families or counselors may contact South Lake directly.

Step 2—Attend Orientation
New student orientations are held each Thursday morning. Assessments are conducted at orientation to gather baseline data for each student to ensure success. Please contact Meleana Maake (registrar) at 206-252-6600 for enrollment information.

4.3 Middle College Intake Referral, Assessment, Interview and Enrollment Process

A student is referred to Middle College High School for credit retrieval, reentry program, or other unmet educational needs. Referrals are made by parents/guardians or school counselors.

Step 1—Referral

Families or students may contact their school counselor regarding Middle College High School for an interview. All transcripts, IEPs and 504s must be submitted beforehand for assessment and Middle College High School will then contact the student or family directly for appointments.

Step 2—Assessment of Present Levels of Performance and Goals

Assessments are conducted at orientation to gather baseline data for each student, including a student's educational goals. The information used to make placement decisions includes the following:

- Present levels of performance—academic (reading, writing, math), behavior/safety, mental health, truancy, drug/alcohol
- Current credit status and academic history
- Identification of social/emotional needs
- Post high school and career goals

Step 3—Interview Process

After the assessment, Middle College High School will then contact parents directly for appointments. Both the parent/guardian and student must be present for the interview. If accepted, Middle College High School will send a referral request directly to Enrollment Services.

4.4 Transferring from a Service School

Per the district enrollment policy, if a student transfers from an education center or another service school and has not attended a district attendance area or option school during the year of the transfer or the previous school year, they are assigned to their designated school (except for a student who has been expelled from his/her designated school and cannot return). They may also choose from available space at any school through September 30.

If a student transfers from a service school and has attended a district attendance area or option school during the year of the transfer or the previous school year, they follow standard returning student rules based on the withdrawal from that attendance area or option school. For example, a student had a choice assignment to Roosevelt High School and then transferred to South Lake High School during the 2011-12 school year (and thereby withdrew from Roosevelt). They want to transfer out of South Lake High School during the 2012-13 school year, so they are reassigned back to Roosevelt.

Students who have been long-term suspended or expelled are not eligible for reassignment until they have been released by Intervention Services staff. Expelled students may not ever be reassigned to the school of expulsion.

5   Schedule Changes

References:

RCW 28A.230.050- Physical Education in High Schools

RCW 28A.210.365- Food Choice, Physical Activity, Childhood Fitness- Minimum Standards- District Waiver or Exemption Policy

5.1   Changing a Student's Schedule

Schedules can be changed based on the needs of the student. Changes are discouraged because they are disruptive and negatively impact the academic achievement of every student.

- A student may change a course within no more than ten school days of the beginning of the term (quarter, semester, or trimester). The timeframe may be extended only for extenuating circumstances upon written approval of the principal or the principal designee.
- Marks and attendance should follow a student to the new class if the class change occurs after the first ten school days of the term.
- No student may drop a course if the result is a hole in his/her schedule. Juniors and seniors who are on track to meet their graduation requirements may have the option of late arrival or an early dismissal in lieu of a dropped class with parent/guardian permission.
- Any change after ten days, including a staff initiated transfer, requires documentation in a student's file or PowerSchool.

5.2   Grade when Dropping a Class

The following applies to the grade when dropping a class:

- No mark is recorded if a student drops a course within the first 10 school days of a term (quarter, semester or trimester).
- A "W" is recorded when a student drops a course after the first 10 school days of a term and by the end of the 5th week.
- An "E" is recorded after the 5th week of the term for any dropped course, except for the exceptions as stated below.
- Courses will only be dropped after the 5th week of the term without penalty of an "E" grade under circumstances that are highly extenuating as set out in writing and specifically approved by signature of the principal or principal designee. In that situation, a "W" is recorded instead of an "E".
- When staff initiates the request that students transfer courses after the first 10-day period, the drop and add function in PowerSchool will be used, which does not prompt a mark to be entered. The user will need to manually enter the appropriate grade in the Historical Grades screen in PowerSchool.

5.3   Waiving a Course

5.3.1   State Requirements

No state graduation requirement can be waived except for PE (the PE Cognitive component cannot be waived). District graduation requirements, including course

requirements, can be waived only by the process called for in the [Graduation Requirements Bulletin](). The other exception for waivers is for students that are full IB candidates. See section 9.9.2 for more details.

5.3.2   PE Waivers

Per RCW 28A.230.050, there is a combination of cognitive content knowledge and performance for physical education. The performance component of physical education may be waived for specific reasons such as physical disability or participation in directed athletics, but the requirements that students obtain cognitive content knowledge related to physical education cannot be waived. The content knowledge requirement must be met by either course work in fitness education or the earning of credit through taking equivalency courses or completing competency testing. See P.E. Waiver Forms for specific category information

The OSPI-approved classroom-based assessment cannot be waived except when outlined in a student's IEP.

- Per RCW 28A.210.365, beginning with the 2011-2012 school year, any PE waiver should be based upon meeting both health and fitness curricula concepts as well as alternative means of engaging in physical activity, but should acknowledge students' interest in pursuing their academic interests.
- No credit is earned when a PE waiver is approved.
- All PE waivers will be approved in writing and signed by the principal or principal designee.
- Only one PE waiver shall be granted per semester.
- Approved waivers will be placed in students' cumulative files.

5.3.3   PE Course Code Waivers

The following codes must be used if a student is being granted a waiver for the participation portion of PE:

- HPE8203 PE WAIVED—PE W-PHYS DISABILITY
- HPE8204 PE WAIVED—PE W-RELIG BELIEF
- HPE8205 PE WAIVED—PE W-DIR ATHLETICST
- HPE8206 PE WAIVED—PE W-MILITARY SCIENCE
- HPE8207 PE WAIVED—PE W-EMPLOYMENT
- HPE8208 PE WAIVED—PE W-OTHER CAUSE
- HPE8209 PE WAIVED—PE W-IEP

5.4   Part-time and Enrolled in a Class at Another School

A student who attends a Seattle Public Schools school and takes one to three courses at another Seattle Public Schools school at the same time is considered "Enrolled in a Class at Another School." A course is defined as any instructional curricular service or activity in grades preschool through twelve. These are inter-school agreements approved by the principals of the two schools. Recordkeeping of

students enrolled in a class at another school, including FTE and grades, are maintained individually by the secretaries or registrars at the specific school. The home school (school of assignment) is notified by the secondary school with the required information needed to enroll in a class at another school (course number, section number and enrollment date). The home school proceeds with the business process (see Cross Enrollment Overview QRD for specific steps). The FTE reported on the P223 to the state is attached to the school where the student is filling a seat. A student with one or more enrollments at another school could have multiple FTEs reported. FTE is shared between the cross enrolled schools. School of assignment releases the student to the cross-enrolled school for the agreed upon course(s), but only the home school counts and receives funding for the student; the cross-enrolled school receives no additional funds. Cross-enrollment cannot exceed three courses. Cross-enrollment records are for the current year only and must be renewed every school year. Cascade Parent Partnership is an ALE program that serves students K-8 only; it is not a school. Students enrolled in other district schools may not enroll part-time and be cross-enrolled in Cascade. Note: Students solely participating in athletics and are not involved in earning credit will be enrolled in the school where they are participating in athletics. No cross-enrollment is required.

Part-Time Enrollment—Home-Based Instruction (HBI) and private school students may attend district schools as part-time students. They enroll under standard assignment rules and timelines, and the school adjusts the student's FTE as appropriate.

6 Course Catalogue

Reference: School Board Policy 2026-Course of Study Adoption

The district standard course catalog is a list of all district course titles, course numbers and course descriptions. The Standard Course Catalog page provides access to the standard course catalog, course code request forms, instructions and OSPI links. This page is located on the internal SPS website or can be found by searching for 'course catalog'. Individual schools must follow the course standards set forth in the course catalog. The standard course catalog is only available to district staff.

7.1 Approved HS in the Middle School Course Codes

Course Code	Course Title	Course Code	Course Title
SSC1258	Bio 1	SWL1273	French 1A
SSC1259	Bio 2	SWL1274	French 1B
SSC1260	Physical Sci 1	SWL1275	Japanese 1A
SSC1261	Physical Sci 2	SWL1276	Japanese 1B
SMA2684	Algebra 1A	SWL1277	Chinese1A
SMA2686	Algebra 1B	SWL1278	Chinese 1B
SMA2688	Algebra 2A	SWL1279	Spanish 1A
SMA2690	Algebra 2B	SWL1280	Spanish 1B
SMA2692	Geometry A	SMA2704	Algebra 1A-M
SMA2694	Geometry B	SMA2705	Algebra 1B-M

*Note a MS student who fails a graduation requirement must re-take the failed course and earn credit with a passing grade.

7   Credits

References:

WAC 180-51-066-Minimum Requirements for High School Graduation- entering 9th Grade on or after July 1, 2009-June 30, 2012

WAC 180-51-067-State Subject and Credit Requirements for High School Graduation-entering 9th grade on or after July 1, 2012-June 30, 2015

School Board Policy 2415-High Schools Graduation Requirements Policy

School Board Policy 2420-High School Grade and Credit Marking Policy

7.1   Application of Credits Towards State Graduation Requirements

The Washington State Board of Education has declared that the credits students earn to meet the state's graduation requirements must be earned in courses that are aligned with at minimum 9th and 10th grade standards or higher, or Common Core standards. Credits earned in courses that are not aligned with this can be counted as electives but not toward the state minimum subject matter credit requirements. For example, credits earned in Consumer Math, Applied Math 1A & Applied Math 1B or community college math classes at the 50-80 level would be counted as elective credits, not as math credits, and the student would still need to earn their math credits in courses that are aligned with the 9/10 standards, such as Algebra 1A & 1B, Geometry A & B, Algebra 2A & 2B and Applied Math 2A & 2B.
Credit for ELD Courses: ELL students who enroll in the Seattle World School (formerly Secondary Bilingual Orientation Center/Newcomer Program) and earn credits in courses such as ELD Literacy and ELD Science may use these courses as elective credit, but not as credits towards state graduation requirements.

7.2   High School Placement

High school placement for Seattle Public Schools, in accordance with School Board Policy 2420, is based on the number of years a student has been in school, regardless of credit status. This will allow students to have greater access to supports and services, many of which are only available in grades 11 and 12.
 Grade level placement and promotion criteria:

- Grade 9: Successful Promotion from 8th Grade
- Grade 10: Completion of one year of high school
- Grade 11: Completion of two years of high school
- Grade 12: Completion of three years of high school

For purposes of understanding if a student is on track to graduate, the following guide provides the number of credits that should be completed by the end of the associated grade level:

- Grade 9: 0.00 – 5.50 credits
- Grade 10: 5.00 – 11.00 credits
- Grade 11: 11.00 – 16.50 credits
- Grade 12: 16.50 * credits

*For students in the class of 2021these will be adjusted when graduation requirements increase to 24 credits beginning with the class of 2021.

Students are considered to be in 9th grade for credit earning purposes as of September 1st of the school year. Students may not pursue equivalency course of study for credit prior to this date. The exceptions to this rule are for the high school courses offered at middle schools (see section 7.11), and the following school district-sanctioned summer programs: Summer Bridge, Level 9, LEEP, All City Band and Skills Center Summer School. Students may earn elective credit to be applied towards graduation requirements through participating in the above programs. With pre-approval from their high school, students may fulfill up to 15 hours of their Service Learning Graduation Requirement during the summer between 8th and 9th grade.

7.3   Math Credit Requirements

Starting with the Class of 2013, students will be required to earn three math credits for graduation. For most students, this includes Algebra 1, Geometry and a third rigorous math class (Algebra 2, Pre-calculus, Calculus, Statistics, etc.). All students must take three progressive courses towards the requirement, regardless of which course a student starts with in 9thgrade. However, as long as students earned high school math credit while they were in 7th or 8th grade middle school, based on an approved teacher and course, these classes can be counted towards meeting the three-year math graduation requirement. Middle school students may take high school level courses for high school placement or for credit if the courses are pre-approved by the district as meeting high school credit standards (see Section 7.11). For example, two years of the same course cannot count towards two years of the requirement. Some CTE courses will be applicable as an alternative to the 3rd math credit as well. Courses that qualify include Applied Math (2A/2B, 3A/3B, 4A/4B), Financial Algebra 1A/1B, Principles of Engineering 1 & 2. Please note that for a student to count an alternative CTE math course as meeting the Algebra 2 requirement, the provisions of WAC 180-51-066 must be met, which currently includes meeting with parent/guardian and completing the state mandated form. After one failed and documented (in PowerSchool or the student's cum file) attempt to meet in-person with a student's parent/guardian, there are two options for scheduling the student's math classes:

1. Schedule the student for Algebra 2 or beyond, or
2. With permission of the principal, have a phone "meeting" with the parent/guardian that includes all of the components of the face-to-face meeting. At the conclusion of the conversation, the form is sent home for signature. Upon return of the completed form, the student may be scheduled into the alternative course.

Students who start high school math at Algebra 2 need to earn the first high school credit in Algebra 2 and earn the second and third high school credits in courses that are consistent with the educational and career goals of the student. They must also fulfill their graduation requirements related to math by meeting standard on the required mathematics EOC exam(s) and earning three mathematics credits, including Algebra 2 or an approved alternative. Similarly, students who start high school math in Geometry do not need credit in Algebra 1, although they must meet standards on the required mathematics EOC exams and earn three mathematics credits, including Algebra 2 or an approved alternative.

For more information, see [Third Mathematics Credit for High School Graduation](#).

7.3.1   Math for Transfer Students

Class of 2013 and 2014: Students transferring into the district in their 11th or 12th grade year with 2.0 credits of math on their official transcripts that are not Algebra and Geometry, do not need to take Algebra and Geometry if:

- They meet standard on one of the mathematics EOCs required for graduation, and
- Their third mathematics credit is Algebra 2 (or approved alternative) or higher.

Class of 2015 and beyond: Students transferring into the district in their 11th or 12th grade year with 2.0 credits of math on their official transcripts that are not Algebra and Geometry, do not need to take Algebra and Geometry if:

- They meet standard on both mathematics EOCs (Algebra and Geometry required for graduation, and
- Their third mathematics credit is Algebra 2 (or approved alternative) or higher.

7.4 PE Credit Requirements

Whenever possible, students in the classes of 2015 and beyond may not repeat the same PE class multiple times to fulfill their 1.5 credit fitness requirement for graduation. Multiple courses have been created to ensure a progression of skill and content. For example, different course codes exist for Swimming 1 and Swimming 2. A student would be able to take both of these courses and apply them to their 1.5 PE requirement. The .5 Personal Fitness class is the first course all students will be recommended to take when they start high school.

This does not change the content competency requirement for the class of 2013 and beyond. The content knowledge requirement must be met by either course work in fitness education or the earning of credit through taking equivalency courses or completing competency testing.

If a student has the Personal Fitness course code on his transcript, it is assumed that the student has completed the Health and Fitness Competency test, and therefore does not need the PE Competency Met course code added to his transcript. If a student has waived PE and/or has not taken Personal Fitness, student must meet the content knowledge requirement through testing and the PE Competency Met course code must be added to the transcript.

7.5 Washington State History Requirement

Washington State History is a state graduation requirement. In Seattle Public Schools, most students take this course in middle school and it is added to their Washington State Official High School Transcript, following successful completion of this course. For students who do not complete this requirement in middle school or come to the district from another state, they may meet this requirement in the following ways:

- Out of state students: Students who have completed and passed a state history and state government course in another state and have the documentation showing this, may have the Washington State History requirements waived. However, the study of the Washington State constitution required under RCW 28A.230.170 shall not be waived and shall be met via American Government in 12th grade. Additionally, 11th and 12th grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington State History requirement waived by the principal if they would not be able to graduate with their class without such a waiver.
- Local students without requirement: Students who did not pass or take Washington State History in middle school may fulfill the requirement by enrolling in and passing

American Government in 12th grade and completing an out-of-class assignment packet (individual study) and passing a test. Packets will be provided by a designated social studies teacher. Students who have not completed and passed a state history and government course in another state will follow the course of action outlined above.

7.6   Retaken Courses

References:
WAC 392-415-055- Definition-Grade Point Average
School Board Policy 2420-High School Grade and Credit Marking
There are three instances in which a student may retake a class:

- To replace a grade—A student may retake a class to replace a grade. In this instance, credit only is conferred to the class with the higher (or equal) grade; the other class is listed on the transcript, but does not confer credit.
- Subject matter mastery—A student may retake a class for subject matter mastery. Grades and credits may both count but one will count towards graduation requirements and the additional credits will count as an elective.
- To earn credit in a different subject area or to earn credits in recurring courses—A student may retake a class that may offer dual or multiple credit, such as cross-credited CTE courses, or non-CTE occupational education courses; recurring courses include music, band, PE, journalism, etc.

Pursuant to School Board Policy 2420, a student who retakes a class for the specific purpose of improving a grade will only receive credit for that class once if the Course Replacement Request form is completed. For example, a student who received a D in Algebra I may retake Algebra I to obtain a higher grade, but will only get credit once if the student completes the grade replacement process and Course Replacement Request form. Once the grade is replaced, the student will not receive a math credit and an elective credit for having taken Algebra I twice. However, if the student is taking the class for subject matter mastery, the student may choose to count both credits, one toward a specific graduation requirement and the other toward an elective credit for graduation, as long as both grades are counted in the GPA (per WAC 392-415-055 section 4d).

A Running Start community college class that is taken for the specific purpose of improving that identical RS community college class grade and that is shown on the community college transcript may be entered by the district as a replacement grade as long as the initial RS course code remains on the district transcript just as a replaced district course remains on the district transcript, and using the same Seattle Public Schools course replacement form.

WAC 392-415-055 has a specific exception for recurring courses. "Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, art requirement, and occupational education requirement)." Thus, a student may take drama, band, etc., multiple times to count as an elective. For example, a student could take concert band once for occupational education credit, once for fine art credit, and then take it again for elective credit, or could take concert band three times for elective credits.

7.7   Recovering credits

Students who meet standard on state exams required for graduation may recover credit for previously failed courses in the following ways:

Math:

The class of 2013 and beyond may recover one-half (.5) Algebra credit for a previously failed Algebra course by meeting standard on the Algebra EOC Exam, Algebra Makeup exam or Algebra Collection of Evidence. Students may recover one-half (.5) Geometry credit for a previously failed Geometry course by meeting standard on the Geometry EOC Exam, Geometry Makeup exam or Geometry Collection of Evidence or other state approved alternatives (not including out of state graduation assessments). Students may recover one-half (.5) Algebra OR Geometry credit for a previously failed Algebra or Geometry course by meeting standard on the Smarter Balanced Assessment, Exit Exam Math COE or other state-approved alternatives.

Science:

The class of 2013 and beyond may recover one-half (.5) science credit for a previously failed 9th or 10th grade science course by meeting standard on the Science HSPE. Students may recover one-half (.5) credit in a previously failed Biology class by meeting standard on the Biology EOC Exam or Biology Collection of Evidence or other state approved alternatives (not including out-of-state graduation assessments).

Language Arts:

The class of 2012 and beyond may recover one-half (.5) language arts credit for a previously failed 9th or 10th grade required language arts course by meeting standard on both the Reading and Writing HSPE or Reading and Writing Collection of Evidence or other state approved alternatives (not including out of state graduation assessments). Students may recover one-half (.5) previously failed 9th or 10th grade required language arts course that have met graduation requirement with the Smarter Balanced ELA Assessment or the Exit Exam ELA Collection of Evidence.

Students receiving special education services:

Students that have an IEP document for receiving a Level 2/BASIC as passing any of the state assessments (HSPE/EOC/Smarter Balanced /Collection of Evidence) may recover one-half (.5) credit in a modified course for math, language arts and/or science if they have met the graduation requirement in the corresponding subject(s). They may not recover a general education one-half (.5) credit in the content course.

Students that have an IEP document to be tested with the alternative grade level state assessment (DAPE, Off-Grade Level SBA or WA AIM) may recover one-half (.5) credit in a modified course for math, language arts and/or science if they have met the graduation requirement in the corresponding subject(s). They may not recover a general education one-half (.5) credit in the content course.

In all of the situations outlined above, unique course codes will be created and will substitute for a course that was previously failed. Failed courses remain on transcript.

7.8   Cross-Credit/Course Credit Equivalencies

7.9   Partial Credit

The following applies to students receiving partial credit for courses:

● Partial credit is used to give students that come to a school late in a marking period a way of receiving credit for the time they spent in the course(s). It may also be given, under special circumstances, if a student must be removed from a course after at least one quarter of course work has been completed. The credit associated with a course

should never be changed as a means of evaluating a student's performance in that course.

- Credit attempted must equal credit earned.
- See the PowerSchool quick reference document for Historical Grades for information about how to edit potential credit for high school students where partial credit is to be attempted.
- When a student leaves a school prior to the end of the semester or trimester, the student shall be issued a Withdrawal/Transfer Record Report with final grades posted to-date from PowerTeacher Grade Book. This form may be manually updated and approved by the teacher, who will initial the form. Withdrawal grades of "W" will be listed in PowerSchool for each course in which the student was enrolled. Withdrawal Grades Log Entries may also be entered in PowerSchool, documenting the grades posted on the Withdrawal/Transfer record report. No credit shall be assigned. It is up to the school that the student is in at the end of the semester (the school of record) to assign course credit.
- In unique situations where a student is leaving or being removed from a course after completing at least one quarter of course work, the student may be awarded a minimum of .25 credits for their course work with permission from the principal. No credit less than .25 may be awarded in these situations.
  - After the quarter but prior to the 14th week=.25 credit
  - After the second quarter of the semester, 5-week progress report date, but before the end of the quarter/semester=.375 credit
- Students who enter a school after the term has begun, without withdrawal grades, shall be awarded partial credit on the following schedule:
  - Between the first week of the semester and the 5-week progress report date=.5 credit
  - After the 5-week progress report date, but before the end of the quarter=.375 credit
  - After the quarter but prior to the 14th week=.25 credit
  - After the 14th week but prior to the 17th week=.13 credit

7.10   Teaching Assistant and Office Assistant Credits

A course title and number are provided for teaching assistant (TA) and office assistant (OA), respectively in the district's course catalog.

- A teaching assistant earns .25 credit for one (1) semester of satisfactory performance.
- An office assistant earns .5 credit for one (1) semester of satisfactory performance.
- Schools determine if a TA or OA will be awarded letter grades or P/N.
- A maximum of 2.0 credits TA may count towards graduation.

7.11   High School Credit for Courses Taken in Middle School

Reference: School Board Policy 2420
Starting September 1, 2010, current district middle school students may earn high school credit for specific high school courses taken during middle school.

Note: September 1, 2010 is not the date the student starts high school; it is the date middle school students are enrolled in the specific courses.

- The courses should be noted as middle school courses, with middle school characteristics in PowerSchool Credit Details for the purpose of middle school GPA and academic history, but the courses will contain high school level content.
- Approved high school level courses taken in a district middle school level begin with the prefix "S". Final marks will display on the student's middle school academic history and will be calculated into the middle school GPA.
- Middle school students may take high school level courses for high school placement or for credit if the courses are pre-approved by the district as meeting high school credit standards.
- If a high school transcript from another district includes credit taken prior to entry into high school, then it must be included on the Seattle Public Schools transcript. See table below for approved course list, use the appropriate OOD code for Out of District.
- If a middle school transcript from another district includes courses on the district-approved course list, the student may request that credit be added to their Washington State Standardized High School Transcript using the same process outlined below. See Section 7 for a sample approved course list, current lists are maintained in the course catalogue.

- If an official transcript is received from an accredited online college other than Running Start, correspondence, or Private Education Programs, etc. (including courses taken while in middle school which are on the district-approved course list), the student may request that these courses be added to the Washington State Standardized High School Transcript.
- Credit will not automatically be added to the high school transcript upon course completion. Students may take these courses but not have the grade/credit added to their Washington State Standardized High School Transcript. Students interested in adding the grade/credit to their Washington State Standardized High School Transcript must follow the procedure outlined below. Approved courses and grades added to Washington State Standardized High School Transcripts will be factored into the student's official GPA. This official GPA will be reported to colleges and other outside sources requesting an official GPA. Courses added to a Washington State Standardized High School Transcript may not be removed. For information about how adding middle school course work to a Washington State Standardized High School Transcript may or may not impact your GPA and/or class rank, refer to the Class Rank Calculation document.

Adding Credit to the Washington State Standardized High School Transcript:

- If a student chooses to add the grade/credit to their Washington State Standardized High School Transcript once they are in high school, they must complete the Credit and Grade Addition to High School Transcript Form and submit it to their high school counselor. For information about qualifying courses offered at the middle school, contact the middle school counselor or administrator.

7.12   This will be added to back of form World Language Credit for Proficiency Policy

Reference: School Board Policy 2409-Competency/Proficiency Based Credit

On December 7, 2011, the Seattle School Board approved School Board Policy 2409—Competency/Proficiency Based Credit. One or more high school credits will be awarded based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines. There is a maximum of four credits that can be earned through this assessment process. Students must show proficiency across language skills. This is for native/heritage speakers, dual language/immersion students from our international schools, and students who have learned a world language outside of the school day. This is not intended for students who are in our regular world language classes, so it is not based on seat time. The currently approved assessments are documented on the OSPI website http://www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx and include:

- Standards-based Measurement of Proficiency (STAMP) and WorldSpeak offered through Avant Assessment
- American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test (WPT) andOral Proficiency Interview (OPI) orOPI computer-based (OPIc), and ACTFL Assessment of Performance toward Proficiency (AAPPL) offered through Language Testing International
- Custom Writing and Speaking Tests offered through the Washington Association for Lanaguage Teaching (WAFLT).
- ALTA Writing Skills Assessment and Speaking and Listening Assessment offered through ALTA Language Services
- SLPI: Sign Language Proficiency Interview for American Sign Language (ASL) offered through North Carolina ASLTA

The assessment needs to be conducted at one of the Seattle World Language assessment sites in a proctored setting. The dates of the assessment at each site will be sent to each high school and middle school when they are scheduled. Once the assessments are completed, each student and school counselor will be sent the results and the number of credits that are earned. Students/parents must contact the high school counselor to arrange for the credits to be posted on the transcript.

Process for entering credit on the transcripts: After the proficiency assessment is completed, a letter will be sent electronically or by mail to each high school and middle school counselor with the student's name and the number of credits the student was qualified to earn based on the proficiency results. A similar letter is sent to each student. Students must request the high school credit once they are in high school. Once the student requests the credit(s) based on their assessment results and the counselor has the letter of proof provided directly to the school by the district (not just a copy from the student) credits can be entered as follows:

- The world language name with the level (e.g. Chinese 1)
-
- COMP (to designate that the credits were based on demonstrated competency in the language)
- Proficiency levels of NM, NH, IL or IM – see below for description.
- Credit = 1.0 for each level

Each competency based credit will be 1.0 credit. So, if a student got an Intermediate Low (IL) they would earn 3 competency based credits, entered on the transcript as:

- Local Course Title: Spanish 1 COMP NM - 1 credit
- Local Course Title: Spanish 2 COMP NH - 1 credit

- Local Course Title: Spanish 3 COMP IL - 1 credit

Each entry would represent 1 credit, for a total of 3 credits.
If the student had earlier seat-time credits, those credits would not change. For example:

- Local Course Title: Spanish 1 - 1 credit << Seat-time credit
- Local Course Title: Spanish 2 COMP NH - 1 credit
- Local Course Title: Spanish 3 COMP IL - 1 credit

Each entry would represent 1 credit, for a total of 3 credits.
The exception would be if the student had earned .5 seat-time credit. For example:

- Local Course Title: Spanish 1 - .5 credit << Seat-time credit
- Local Course Title: Spanish 1 COMP NM- .5 credit << Competency-based
- Local Course Title: Spanish 2 COMPNH - 1 credit
- Local Course Title: Spanish 3 COMP IL - 1 credit

This would be a total of 3 credits

Starting in the 2012-2013 school year, there is a field for the Competency-Based Credits on transcripts (see OSPI bulletin 013-12 for details. Seattle does not accept a locally based assessment (L) such as one that is done by classroom teacher. The language proficiency testing needs to be conducted at one of the approved World Language Assessment Sites.
The overall performance levels are:
NM = Novice Mid - corresponds to 1 credit
NH = Novice High - corresponds to 2 credits
IL = Intermediate Low - corresponds to 3 credits
IM = Intermediate Mid - corresponds to 4 credits
Reference: PowerSchools Quick Reference Document World language Comp Based Credit

7.13 CTE Courses Double Counting for Graduation Requirement (CTE Two-for-One)

Reference: WAC 180-51-067-State Subject and Credit Requirements for High School Graduation
Beginning with the class of 2016, students who earn CTE credit as required for graduation by taking a course that is cross-credited in a non-CTE subject (that is also required for graduation and vice versa), may count the course as meeting graduation requirements in both subject areas. For example, if a student takes photography as a CTE course and photography is also cross-credited as fine arts, the .5 credit earned in that one class may count toward both CTE and fine arts requirements. And if a student earns credit in a fine arts drama class that is cross-credited as a CTE course, the .5 credit earned in that one class may count toward both CTE and fine arts requirements. The total credits required for graduation will not change, and a student who counts one class as meeting graduation requirements in two categories, will need to earn additional elective credit in order to earn the total number of required credits.
Note: Refer to PowerSchool Quick Reference Document CTE Two-for-One. **Make Live**

8   Grades

References:

School Board Policy 2415-High School Graduation Requirements

School Board Policy 2420-High School Grade and Credit Marking

School Board Procedure 2421- Promotion/Retention

Please see the Forms sections for the District Course/Grade/Credit Change form and the Course Replacement Form.

8.1 Incomplete Grade

A grade marked as Incomplete ("I") must be changed to a letter grade with a grade change form completed by the teacher within six school weeks of the following term (see section 8.2). If no letter grade is provided, the grade will become an E. The PowerSchool overnight process will update this value at the six-week point after first semester.

The principal has the discretion to make exceptions for extenuating circumstances beyond the six-week deadline. The principal's written approval should be in the student's file with the grade change form.

If a student has left the school that awarded the "I" and is not returning to that school, then it is the responsibility of the student to complete the incomplete, obtain the updated transcript, and submit it to the receiving school.

8.2 Grade Change

The following applies if a student wants to change a grade:

- A grade can only be changed by the teacher of record for that specific course and grade or by the principal if the cause was an error or bias.
- A grade change must be documented with a completed and fully-signed District Course/Grade/Credit Change form and supporting documents. The teacher, counselor, data registration specialist, and administrator must sign the form. The form will be placed in the student's cumulative file.
- The principal has the discretion to make exceptions for extenuating circumstances beyond the six-week deadline. The principal's written approval should be in the student's file with the grade change form.
- The school data registration specialist is the only school employee authorized to enter the data and electronically change a grade in the district's student systems.
- If the school does not have a data registration specialist, then the principal will designate in writing the staff person who is to perform this function.
- For students no longer attending the school where the grade was earned, see School Board Policy 2420.

8.3 Course/Grade Replacement

See Section 7.6 Retaken Courses.

8.4 Pass/No Credit Grades

In addition to the procedures outlined in School Board Policy 2420, the following are required:

- The district Pass/No Credit request form is to be signed by the teacher, parent, student, and counselor to document that the counselor has advised the student of the potential impact(s) that a pass/no credit may have on college admission. NCAA and some colleges interpret the "P" grade as the lowest possible passing mark or a "D".
- Only one pass/no credit grade may be received per semester. If student-initiated, it must be requested by the 5th week of the semester. Exceptions may be allowed based on IEP, 504 plan, or extenuating circumstances approved by the principal.

- A student may not opt for the letter grade once the pass/no credit form has been submitted.
- Summer school and summer college courses may not be taken as pass/no credit courses, unless a student's IEP or 504 plan specifically calls for the student to be taking a course on a pass/no credit basis.

8.5 **Grade Marking for Advanced Placement (AP)/International Baccalaureate (IB) Courses**

The following applies to grades for AP/IB courses:

- A grade earned in an AP or IB course cannot be altered because of an AP or IB test score.
- A course name or grade cannot be changed and designated as an AP or IB course when it was not an AP or IB course, due to AP- and IB-designated courses having approved curricula.
- An AP or IB course cannot be changed to an honors course if the student does not take the commercial test.
- The student is responsible for submitting AP or IB test score documentation to colleges.

8.5.1   High School Grade and Credit Marking Policy 2420

The following is the grading scale for calculating a GPA:

Uniform 11-Point Grading scale

Effective September 1, 2010

Percentage **	Letter Grade	Grade Point*	Honors Class Rank Weighting**	Class Rank Weighting**
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
60-66	D	1.0	1.5	2.0
Below 60	E	0	0	0

* Based on WAC 392-415-040

**WAC 392-415-040 does not assign percentages or class rank weighting; these columns are district-determined. Percentages will be rounded to the nearest whole number. For example, 81.4% rounds to 81%, 81.5% rounds to 82%.

- Courses taken prior to September 1, 2010 in-district or out-of-district will be entered on a 5-point scale and will not be assigned plus (+) or minus (-) marks.
- Previously recorded out-of-district marks will not be modified.
- Running Start grades earned after September 1, 2010 will be entered with plus (+) and minus (-) marks, using the letter grade equivalency chart designated by the community college system, which may differ from the district letter grade chart.

To transcribe grades for Running Start courses:

- If a letter grade is provided on the community college transcript, counselors should transcribe the college's letter grade with plus (+) and minus (-) marks earned in the course rather than the numerical grade.
- If only a numerical grade is provided on the community college transcript, counselors should use the college's grading scale to determine the letter grade to be awarded on the student's high school transcript.

8.5.2   Grade Point Average & Class Rank Information

In high school, students earn a grade point average (GPA) based on credits and grades awarded. This GPA, along with weighting for advanced course work (honors, advanced placement, international baccalaureate, and Running Start college-level courses taken during high school) determines class rank. Class rank is based on the district (weighted) GPA for each cohort of students. Each cohort is based on the projected graduation year (PGY) assigned when the student first enters 9th grade. Class rank is sometimes used in determining valedictorian and is one of several factors considered in the college admissions process along with courses taken, official GPA (which must be shown on the state transcript as unweighted), extra-curricular activities, service, etc. Class rank is shown only on the Academic History and in the diploma module in PowerSchool Grade Planner.

- Weighting will be used to determine class rank only and will not affect a students' official, cumulative grade point average (GPA).
- Class rank does not appear on official transcripts; however, many colleges and universities, scholarship programs and some employers do ask for rank on their applications.
- Class rank has been, and will continue to be, printed on the Seattle Public Schools Academic Course Histories. All courses taken in-district or out-of-district prior to September 1, 2010 will not be weighted.

Valedictorian selection is a school-based decision and may include several factors not based on class rank.

9   High School Graduation Requirements

References:

RCW 28A.230.090-High School Graduation Requirements or Equivalencies-Credit for Courses Taken Before Attending High School-Postsecondary Credit Equivalences

WAC 180-51-067-State Subject Requirements for High School Graduation, Students Entering 9th grade on or after July 1, 2012-June 30, 2015

WAC 180-51-068 - State Subject Requirements for High School Graduation, Students Entering 9th grade on or after July 1, 2015

School Board Policy 2415-High School Graduation Requirements

High School Graduation Requirement Bulletin (revised annually in main SPS languages)

OSPI website

9.1   State Minimum Credit Requirement

The state of Washington and Seattle Public Schools required students to earn at least 20 or 21 credits, and has requirements for specific credits that must be earned. The specific breakdown for students who enter the 9th grade or begin the equivalent of a four-year program as of July 1, 2012-June 2015 is found in WAC 180-51-067. Pursuant to SBP 2415, credits for graduation will increase to a minimum of 21 credits for the class of 2016 and 24 Credits for the class of 2019 and beyond. Individual schools may require additional credits (see specific school website for details). See High School Graduation Requirement bulletins for district requirements beyond the state requirements. Seattle Public Schools received a waiver to move the implementation of the 24 credit graduation requirements (WAC 180-51-06) to the graduating class of 2021.

9.2   High School and Beyond Plan

Students are required to create a High School and Beyond Plan. The plan must indicate what the student intends to do during his or her high school years, classes he or she intends to take to prepare for post-secondary options as well as what the student expects to do during the year following graduation.

9.3   Service Learning

SBP 2415 requires sixty (60) hours of service learning for graduation. For students enrolled in a high school outside the district after 9th grade and prior to enrolling in the district, service learning is to be prorated at 15 hours per year; the remaining hours should be waived. Service learning hours must be accrued during the student's high school career, meaning that hours can only be earned after Sept. 1 of the student's first year of high school. With pre-approval from their high school, students may fulfill up to 15 hours of their service learning requirements during the summer between 8th and 9th grade. Students should check with specific schools if they have questions about acceptable activities.

9.4   2.0 Grade Point Average (GPA)

Seattle Public Schools students must have a 2.0 or above cumulative GPA and a 2.0 or above core GPA (i.e., for all courses in English/Language Arts, Mathematics, Social Studies, and Science) to graduate. For graduation purposes only, the district calculates 2.0 by removing all "E" grades. This recalculated district GPA may be found on the Cumulative Information screen in PowerSchool.

9.5   State Tests—Certificate of Academic/Individual Achievement

Students are required to take and pass state tests in reading, writing, math and science based on the requirements for their graduation year. State-approved alternatives or modified assessments for students receiving special education services are available. See IEP case manager for details.

Once students have passed all required tests, they earn a Certificate of Academic Achievement from the state of Washington. Students passing a special education alternative assessment will earn a Certificate of Individual Achievement. Please note, the CAA and CIA are designations awarded by the state and noted on transcripts, not physical documents. These designations are in addition to the high school diploma.

Note: There is only one diploma and it is the same for all students, no matter the CAA or CIA designation on the transcript.

Transfer students from a private school or from out-of-state in their 11th or 12th grade year may have direct access to the options without first generating a score from the EOC. Students who have documentation that they have passed their respective state test(s) used for NCLB may apply for a waiver with OSPI. See Academic Intervention Specialist or designee for details. Consult the "Forms" box on the web page to access information about forms to use.

A form must be filled out and sent to OSPI for verification of transfer students and use of out-of-state test scores. Additionally, there is a form to submit to OSPI with a copy of the alternative test scores for verification.

Further information may be obtained from OSPI.

9.6   Earning a Certificate of Attendance

For special education students who are unable to meet state and district graduation requirements, including passage of the HSPE or an approved alternative, the district can award the student with a Certificate of Attendance. This is not a diploma, and does not impact the student's special education eligibility status.

Pursuant to Kevin's Law, the district must allow all special education students who have an IEP that prescribes continued special education or related services between the ages of 18 and 21 to participate in commencement ceremonies in their fourth year of high school. Special education students are not entitled to participate in commencement for years thereafter. Special education students may also choose to participate in commencement activities and receive a Certificate of Attendance when their IEP team determines that they are no longer eligible for special education services and/or when they turn twenty-one years old. However, they should be allowed to participate in commencement again if they subsequently meet state and district graduation requirements— including passage of the EOC exams or approved options—after their fourth year of high school.

9.7   Participation in Commencement

Students are not allowed to participate in commencement unless all of the state and district requirements outlined above (Sections 9.1-9.6) are met. The exceptions to this rule are outlined below.

9.8   Students currently receiving ELL services

Students currently receiving ELL services who have met all state and district graduation requirements except for passing the reading, writing and/or mathematics state assessment requirements, and who can demonstrate continuing efforts to meet these requirements will be eligible to participate in commencement ceremonies. Examples of demonstrating efforts towards completing assessment requirements include signing up for summer tests or having prepared a Collection of Evidence for submittal to the state. Upon completion of the state testing requirements, students will earn their diploma and CAA.

9.9   International and Foreign Exchange Students

Exchange Students with J-1 visas:
Students who apply to enter the United States through an official exchange are placed with host families. With the aid of the exchange organization, the host family may enroll the student by completing all standard procedures for admission to Seattle Public Schools at the Enrollment Service Center. In addition, the host family must present a School Acceptance Form which has been signed by a Service Center staff designee and provided to the host family by the exchange organization. The exchange student is assigned according to all standard assignment rules and timelines.
While attending district schools, J-1 foreign exchange students must take the HSPE and/or EOCs, but are not eligible to receive a high school diploma from the assigned school. Although exchange students will not receive a diploma, they can participate in commencement in other ways, such as serving as an usher.
F1 Student Visa:
Students who apply independently with a school district that has been authorized to issue the I-20 application required for their visa may be accepted for admission by the district if they meet the established requirements. Admission and enrollment of students with F-1 visas are handled by the Service Center. While attending district schools, F-1 students can take HSPE and/or EOCs, but they are not required. If an F-1 student wishes to earn a diploma from their assigned school, they must meet all state and local graduation requirements.
Any foreign exchange student who is here on a J-1 Visa and meets all other eligibility requirements (in particular, having 11th or 12th grade standing) can attend Running Start, but no students who are here on F-1 visas are eligible for Running Start.
Requirements and Process for International Students
For questions related to International and Foreign Exchange Students, please contact Faauu Manu.

9.10 Waiving Graduation Requirements

As a general rule, state graduation requirements may not be waived.

9.10.1 General Education Development (GED) Process /Approval for Testing

Applicants at least 16 years of age and under 19 years applying for a release to take the GED test and to receive a Certificate of Education Competence may do so by contacting their home school district. Residents of the district may request release at the district Service Center (Enrollment Center) using the Request for Approval to Test: General Educational Development (GED) Diploma form. The applicant section on the request form must be filled out and signed by the student or a parent/guardian if the student is under eighteen years old. A designated Service Center staff will approve or disapprove the request form based on the Washington State Administrative Codes (WACs) eligibility criteria printed on the back of the form. Requests from non-residents will not be considered. This is per Superintendent Procedures, 2014-2015 page 56, General Development (GED) Approval for Testing.

9.10.2 Graduation Requirements IB Diploma Waiver for Students

Beginning in Fall 2011, students who fulfill the requirements of an International Baccalaureate (IB) program are considered to have met state high school graduation standards, as long as:

1. The student meets the requirements for the certificate of academic achievement or the certificate of individual achievement.
2. The student meets the provision regarding study of the Constitution of the United States and the Constitution of the state of Washington.
3. The student meets all graduation requirements required by Seattle Public Schools or by the student's school that are in addition to state minimum requirements, unless those requirements are waived by the student's principal or designee.

Fulfilling the requirements of an IB program means the student has:

- Completed and passed all required IB courses as scored by the school, and
- Passed all internal assessments as scored by the school, and
- Successfully completed all required projects and products as scored by the school, and
- Completed the final examinations administered by the IB organization in each of the required subjects under the IB diploma program.

A student and his/her parent or guardian will be required to sign the International Baccalaureate Option Form indicating that the student and family understand that a possible waiver from state minimum graduation requirements (PE, Fine Art, Health, Occ. Ed.) only applies for students who fulfill the requirements of the IB program. Should a student fail to meet the requirements, or if a student leaves the program prior to completion, he or she may be required to fulfill state and district minimum graduation requirements.

9.10.3 Other Graduation Requirements

Students who enter the district in the 11th or 12th grade year from out-of-state and who have or will have earned two credits in social studies at graduation may have the Washington State History requirement waived if without such a waiver graduation from high school would be impacted. Students may have the district core and/or cumulative 2.0 GPA requirements waived with written approval from the principal and Regional Executive Director. For more information on waiving other district graduation requirements, see Graduation Bulletin. Forms are available for counselors on the Seattle Public Schools Internal Secondary Counselor web page.

9.10.4 Age Limit for Older Students

Page 8 of the Superintendent Procedures states, "Seattle Public Schools must provide educational services to students who live within Seattle Public School boundaries and who are under 21 years of age at the beginning of the school year. Students who turn 21 on or after September 1, may be assigned and will be allowed to attend until the end of the school year or until they graduate, whichever comes first. Students who turn 21 on or before August 31 of any school year will not be permitted to re-enroll in school."

9.11   Expected Year of Graduation for Students with IEPs

Special education staff must set the student's expected year of graduation (EYG) in the IEP if the student will be turning 16 during the life of the IEP. The EYG may be entered for students 17 years old or older if the plan is an initial or first review (the student is new to the district or newly eligible). If the student is younger than 16, the EYG is optional. If the IEP team adjusts the EYG after the age of 16, it is for IEP planning purposes only and will not impact the original EYG reported to the state. EYG can be seen in PowerSchool in the State/Province-WA>State Graduation Requirements screen> Expected Year of Graduation field. The field will be auto-populated for any new 9th riser during the PowerSchool End of Year (EOY) process with the same value as the Graduation Requirements Year. Once special education staff has entered the original EYG into IEP Online, an overnight process will populate the EYG in PowerSchool.

For most special education students, they will have the same projected graduation date as their classmates (i.e., four years from entry into high school). For the students whose IEP teams determine that they are never going to earn a regular high school diploma, their eligibility for things like valedictorian or top 10% ends when they complete their fourth year of high school and participate in commencement with their initial high school cohort pursuant to Kevin's Law.[1]

9.12 Seal of Biliteracy

Graduating seniors who have demonstrated their language skills through world language credit testing or by passing Advanced Placement or International Baccalaureate language exams will receive the state Seal of Biliteracy. By earning the Seal of Biliteracy, students receive a medallion that they can wear at graduation as well as a seal on their diploma.

Students may satisfy the language proficiency requirements for the Seal of biliteracy based on the specific test results from 8th to 12th grade. The testing information is updated periodically through the year by DoTS using data provided by ELL and International Programs Office. It is not necessary for school counselors or registrars to update the student's file in Power School.

In spring by early May, DoTS downloads a file of all active 12th graders who show as "Proficient" for earning the Seal of Biliteracy. Then:

1. The ELL and International Programs Office sends the list of potential Seal recipients to the high school counselors so that the students can be recognized at school awards ceremonies.

2. Schools receive Seal of Biliteracy medallions to hand out with graduation paraphernalia.

3. The seal sticker is affixed on the student's diplomas at SPS Publication Services, so it is on the diplomas when they are delivered to the schools.

4. In July, DoTs runs a final update to change the status of the Seal of Biliteracy for all the qualified graduating seniors from "Proficient" to "Earned".

For more information on the Seal of Biliteracy Processing Steps, please refer to the QRD

10 Transcripts

References:

WAC 392-415-070-Mandatory High School Transcript Contents

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[1]

Counselors are responsible for interpreting transcripts. A data registration specialist does data entry. If a school does not have a data registration specialist, the principal must designate in writing who the designated data entry person will be. Search Course Catalog for OOD course codes.

When interpreting out-of-district (OOD) courses, the counselor will select the appropriate OOD codes for Historical Grades data entry. The OOD courses currently available are Regular (e.g., Graduation Specific LA 9A (0.50 Potential Credit Hours) or Generic LA (0.00 Potential Credit Hours)), Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses.

Note: Seattle Public Schools currently does not have OOD course codes for special education (SPED) or ELL; schools can use the regular version. For example, OOD Credit: Algebra 1A Modified – Seattle Public Schools Code; HOD 3361 Algebra 1A Credit. HOD Courses that are entered into Historical Grades populate on the Washington State Transcript and Graduation Planner.

Students who have already graduated from another school may not attend a Seattle Public School, including students who have F-1 Visas.

10.1   Interpreting Transcripts from another US Public School District, US Private School, Running Start and Overseas American schools

- Credits: Credit will be given for a course for which the student has earned a passing letter grade. The amount of credit for an accepted course will be interpolated or extrapolated on an equivalency basis of .5 credits for one semester, which is 75 hours of instruction. Note: There are no waiver course codes for out-of-district courses (e.g., PE waived from another school has to be entered as the home school credit).
- Grades:
    - If a student receives an A, B, C, D or E in an accepted course, then that grade will be reflected on the student's transcript, including plus or minus marks. Courses taken prior to September 1, 2010 in-district or out-of-district will be entered on a 5-point scale and will not be assigned plus (+) or minus (-) marks.
    - If a student receives a numeric grade, it will be translated as the corresponding letter grade using the college grading scale as outlined in section 8.5.1 of this manual.
    - Religion courses will be posted on the transcript as HOD 1664 OOD-Elective (Unspecified Elective).

10.2   Interpreting Transcripts from another country

The following applies to transcripts from another country:

- Counselors are responsible for interpreting transcripts. Counselors should collaborate with the building bilingual facilitators for support when an international transcript is received. In situations where the language is not available through district staff, counselors should refer families to external agencies for translation services. Enrollment bilingual facilitators will be available to assist in the translation of those international documents related to academic courses, such as transcripts, for the languages that are available internally: Cantonese, Mandarin, Somali, Spanish, Amharic,

Oromo, Tagalog and Vietnamese. Please contact (206) 252-0555 and 206-743-3550 to get support for transcript translation.

- Credits: Credit will be given for a course for which the student has earned a passing grade that is comparable to a course listed in the district's course catalog.
    - The amount of credit for an accepted course will be assigned on an equivalency basis of 75 hours equals .5 credits for one semester.
    - Classes taken in another language should be assigned credit according to the subject matter area of the course, meaning an English class taken in Spain for the purpose of learning English should be recognized as a World Language credit, not as an English/Language Arts credit. In turn, a literature course taken in Spain in Spanish should be recognized as being equivalent to a literature course within the district's course catalog, not as being a World Language class.
- Grades: All international grades are to be entered as a P or N.

For more information, please see [Translation and Interpretation Services Guidelines](#)

11 Student Leave of Absence (Returning Students)

Reference:

[Superintendent Procedure 3130SP-Student Assignment](#)

Students who leave school for periods longer than 20 days and who subsequently plan to return to their schools of origin should be referred to the Enrollment Service Center to discuss their circumstances with enrollment staff in advance. Enrollment staff will determine whether or not they will be able to return to the same school within the planned time frame.

Returning students may include:

- International Exchange Program participants
- Students who returned to their country of origin for extended visits
- Participants in drug/alcohol rehabilitation programs
- Students accompanying a parent/family on sabbatical

Regardless of the reason for the absence, a returning student's school assignment options depend on their assignment type at the time of withdrawal, whether they were assigned to their designated school at the time of withdrawal, the time of year that they return, and whether they've moved since withdrawing. For more information, refer to the Superintendent's Procedures for Student Assignment 3130SP.

A long-term returning student is usually treated like a new student for assignment, and does not have any special right to return to the school they previously attended. Exception: a student who withdraws after the last day of school, is gone for the next full school year, and then returns for the first day of school the next year (such as a student who has been on an exchange program or sabbatical) will be treated like a short-term returning student upon request.

All students must be withdrawn according to standard district withdrawal policies when they stop attending school. To be reassigned back to the school when they return, students must complete standard enrollment procedures at the Service Center.

12 Child Abuse Reporting, Homeless Student Support and Emergency Procedures

12.1   Child Abuse Reporting

References:
School Board Policy 3421-Child Abuse, Neglect and Exploitation Prevention
Superintendent Procedure 3421SP- Child Abuse, Neglect and Exploitation Prevention Procedures
Child Abuse, and Neglect & Exploitation Report
It is the policy of the Seattle School Board that any case of suspected child abuse shall be immediately reported to CPS as provided in state law, and that appropriate follow-up measures will be taken by the superintendent or designated representative. Mandatory reporting obligations are not fulfilled by reporting to administration only. Each staff member has his/her own obligations to report to DSHS or law enforcement in addition to the procedures in this policy. Any time a report is made to CPS, a Child Abuse, and Neglect & Exploitation Report must be completed, filed and provided to Principal and with Seattle Public Schools Safety and Security.
Recommended Practice:
1. Begin written timeline.
2. Notify administration.
3. Gather information.
4. Write report.
5. Call CPS and make the report.
6. Call Safety & Security to alert them that a fax is coming.
7. Fax the report to Safety & Security.
8. Send hard copy timeline and report to Principal, Building Safety & Security, and Personal Counseling File.

12.2   Homeless Student Support

To get information about support for homeless students, contact the district McKinney-Vento coordinator. To support students who become homeless while they are enrolled in their home school, counselors may access the process and forms on the secondary counselor website. There are school building contacts for the McKinney-Vento program to assist with student services.
For McKinney-Vento (homeless) student support, contact Tyra Williams and Jolene Taylor via email for the appropriate Regional support person, send them the current need of the student. Include the student's identification number when sending an email.

Role	Contact Information
McKinney-Vento Liaison Program Manager	Tyra Williams (Early Education, Elementary School and K-8 Programs) twilliams@seattleschools.org (206) 252-0857
McKinney-Vento Coordinator	Jolene Taylor (Middle and High School, Interagency and Middle College Programs) jetaylor@seattleschools.org (206) 252-0955
Transportation	transdept@seattles.org (206) 252-0900

12.3 Emergency Procedures

For emergency procedures related to child abuse and homeless student support, refer to the Safety and Security Quick Reference Guide located on mysps.seattleschools.org. The Safety and Security Quick Reference Guide is only available to district staff.

13 Student Records

References:

School Board Policy 3231-Student Record Policy

Public Record Request Form

It is the policy of the Seattle School Board that student records shall be maintained as required by law as necessary for the educational guidance of students or for the orderly efficient operation of the schools. Student records are to be accurate and relevant to the student's educational welfare. Further, parents/guardians and adult students may inspect, review, or challenge the content of student records or place statements in the record commenting on contested information. The contents of student records shall be communicated only to authorized persons. The interpretation of student records by qualified staff shall be provided as appropriate.

The release of student records is governed by the Family Educational Rights Privacy Act (FERPA). Requests for student records are processed by the school or centrally by the General Counsel's office. If you have questions regarding records disclosure, please contact the General Counsel's office at (206) 252-0110.

14 Prohibition on Charging Fees for Participation in Classes

References:

School Board Policy 3520- Student Fees and Charges

School Board Procedure 3520SP- Student Fees and Charges Procedures

RCW 28A.635.060-Defacing or Injuring School Property

RCW 28A.225.330-Enrolling Students from Other Districts

The Office of the Attorney General for the state of Washington has issued an opinion stating that school districts may not charge for tuition or other items necessary to take the class. This means that participation in a class cannot be based upon the receipt of payment of lab or supply fees.

If additional materials are required for a course, those materials must be purchased from a third party. The district must provide the additional materials at no cost for students who otherwise would not be able to cover such fees. Available funds should be used to offset the costs for students who qualify for free/reduced priced lunch.

Here are some laws regarding holding official transcripts if students have fines:

RCW 28A.635.060: "If any property of the school district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, the school district may withhold the grades, diploma, and transcripts of the pupil responsible for the damage or loss until the pupil or the pupil's parent or guardian has paid for the damages."

RCW 28A.225.330: "If the student has not paid a fine or fee under RCW 28A.635.060, or tuition, fees, or fines at approved private schools, the school may withhold the student's official transcript, but shall transmit information about the student's academic performance, special placement, immunization records, records of disciplinary action, and history of violent behavior or behavior listed in RCW 13.04.155. If the official transcript is not sent due to unpaid tuition, fees, or fines, the enrolling school shall notify both the student and parent or guardian that the official transcript will not be sent until the obligation is met, and failure to have an official transcript may result in exclusion from extracurricular activities or failure to graduate."

III.   Counseling Services Delivery Model: A Contextual Framework

In any organization, services need to be provided within a context. In the case of counseling services, this contextual framework defines the components of counseling services, how the components are inter-related, and the most effective processes by which to provide services.

The American School Counselor Association (ASCA) has developed a service delivery model that has been accepted by the Washington School Counselor Association and the Washington state Office of Superintendent for Public Instruction (OSPI) as a viable and effective service delivery model. With ASCA's acknowledgement and approval, the district proposes to use this model with some customization as appropriate to our students' needs ("The ASCA national model: A framework for school counseling programs", American School Counselor Association, Alexandria, VA, 2003).

The district recognizes that the ASCA model includes the recommendation that counselor caseloads would equal no more than 250:1 and that non-counseling duties such as test coordination and master scheduling would not be part of a counselor's function. As these conditions currently do not exist in our district, we acknowledge that the ASCA model herein is to be used as a guideline and a source of ideas rather than for purposes of counselor/counseling evaluation.

Presented here are the four fundamental components that create a comprehensive and effective delivery system for counseling services: Foundation
- o   Focus: Determine program focus and vision statement
- o   Student Competencies: Enhance student learning by using the ASCA Student Standards to guide program
- o   Counselor Competencies: Use ASCA Counselor Competencies and Ethical Standards

Management
- o   Use self, program assessments, Use-of-Time assessment to evaluate areas of strength and improvement
- o   Use data (core curriculum knowledge & skills evaluations, attendance, test, surveys or other data) to determine student needs.
  - ▪   Understanding and using data are essential to ensuring equitable services that every student receives. School counselors show activities implemented were developed based on achievement, attendance, and behavior data.
  - ▪   School counselors also show how school counseling programs achieve their goals and make a difference for students by collecting and sharing program data. Program data is made up of Process, Perception and Outcome Data.

Delivery

- o The "School Counseling core curriculum" component provides the vehicle to deliver counseling services consistent with National Counseling Standards to every student in a systematic way.
- o The "individual student planning" component is ongoing systemic activities designed to help assist students in establishing personal goals and future plans.
- o The "responsive service" component responds to students' direct, immediate concerns and includes, but is not limited to, individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers or other professional specialists.
- o "Indirect Services" are provided on behalf of a student as a result of the school counselor's interactions with others.

All activities included in a school counseling program fit into one of these elements. What follows is a brief description of each component. By administering this approach, the district's counseling services will be comprehensive, relevant, and responsive to the ever-changing needs of our students. Services provided by the Career and College Center specialists are an integral part of the counseling delivery system; their responsibilities and roles have been differentiated from that of the school counselor.

Data

School Counselors collect data and use data to determine interventions and activities and show goal achievement. There are several kinds of data used to determine and evaluation a program. Here are examples:

Process Data:

- Eight 4th Grade Students participated in a study skills group that met 6 times for 45 minutes.

Perception Data:

- Pre/Post (Given before and after intervention)
- Needs Assessment (Given to students to gather perception of student or program needs.)
- Program/Activity Evaluation (Given after intervention or activity to gather opinions about the value of the intervention or activity)
- Opinion Survey (Given to students or stakeholders to understand their perceptions of school counseling program or activities.)

Outcome Data:

- Achievement Outcome Data (Example: Graduation rate improved from 79% to 86 %. Identified 9th Graders increased g.p.a. from 2.0 to 3.4.)
- Attendance Outcome Data (Example: Average attendance increased from 88 percent to 91 percent.)
- Behavioral Outcome Data (Example: Discipline referrals decreased by 30% for students with 4 or more referrals.)

Direct Services

<u>School Counseling Core Curriculum</u>

The school counseling core curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered, as appropriate, by school counselors and other educators. The core curriculum is designed to facilitate the systematic delivery of lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. It promotes knowledge, attitudes and skills through instruction in three content areas: academic achievement, career development and personal/social growth.

Washington State mandates that students in the class of 2008 and beyond complete a High School and Beyond Plan. The school counseling core curriculum should serve to support students in creating and adjusting their High School and Beyond plans beginning in 8th grade. It is recommended that students begin work as early as 6th grade. Free HS&BP curriculum is available at the OSPI website.

School counseling core curriculum is planned, ongoing, and systematic. It should include statements of student competencies for each grade level and the indicators that are identified and used in the assessment of student competencies. Curriculum planning and implementation include classroom instruction, small-group discussion; presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel and other qualified educators. The curriculum is delivered through strategies such as:

Classroom instruction: School counselors design instruction, team-teach or assist in teaching the school guidance curriculum or other activities in the classrooms, or other school facilities. They provide content in a full range of subjects, including violence prevention, college and career readiness, and self-assessments. For example, the area of violence prevention may include "Second Steps" and "Steps to Respect" at the elementary grade level or "Olweus Anti-Bullying Training" in the middle schools. At the high school level, college and career exploration may include preparing for the SAT and applying for college. At the middle school level, this instruction may happen during advisory periods through the students' advisory teachers.

Interdisciplinary curriculum: School counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop school guidance curriculum that integrates with subject matter. Examples of counselors assisting in interdisciplinary efforts include integrating social skills development into health curriculum, and college essays in language arts.

Group activities: School counselors conduct planned small groups outside the classroom to respond to students identified needs or interests. Topics in these group efforts can include anti-harassment/anti-bullying and other violence prevention issues; anger management; peer advocacy; multi-cultural awareness and different styles in learning, communicating, and social interaction. Group activities also consist of planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops etc.

Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systematic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in areas of academic, career and personal/social development. Within this component, students evaluate their educational, occupational and personal goals. School counselors help students make the transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with small groups or advisement groups. Parents or guardians are often included in these activities. Systematic delivery of individual planning for every student includes a documented strategy for student success that is stored in a paper or electronic portfolio.

Individual planning with students is implemented through such strategies as:

Individual or Small-Group Appraisal: School counselors work with students to analyze and evaluate students' abilities, interests, skills and achievement. Test information and other data are used to help students develop immediate and long-range plans. In high school, counselors should meet with students yearly to develop and revise students' High School and Beyond plans.

Individual or Small-Group Advisement: School counselors advise students using personal/social, educational information in planning personal and educational goals. The involvement of students, parents or guardians and the school in this planning is critical.

Topics within this component may include:

Test score review, interpretation and analysis
Promotion and retention information
Yearly course selection
Financial aid
Senior exit interviews and surveys
High School and Beyond plan
Social skills
College selection
Review of behavior and other intervention plans

Responsive Services

The Responsive Services component consists of activities to meet students' immediate needs and concerns. These needs or concerns require counseling, consultation, referral, peer facilitation or information. This is available to all students and is often student initiated through self-referral. However, teachers, parents or guardians, or others may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of faculty and staff are necessary for successful implementation.

School counselors offer a range of services along the continuum from early intervention to crisis response to meet students' needs. They consult with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific

ongoing responsive services such as group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

Responsive services are delivered through such strategies as:

> Consultation: Counselors consult with parents/guardians and community agencies to help students and families. School counselors serve as student advocates.
>
> Individual and small-group counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
>
> Crisis counseling/response: Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Counseling is normally short-term and temporary. When necessary, referrals are made to appropriate community resources.
>
> Referrals: Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, and depression and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.

Indirect Student Services

Indirect Student Services are a means to support student achievement and promote equity and access for all students. School Counselors work with a variety of people to deliver services that benefit students. Indirect Services include

Professional development: School counselors are involved regularly in updating and sharing their professional knowledge and skills.

> In-service training: School counselors attend school in-service training to ensure their skills are updated in areas of curriculum development, technology, and data analysis.
>
> Professional association membership: As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences or meetings.

Consultation, Collaboration and Referrals: Through consulting, partnering, collaborating and teaming, school counselors provide important contributions to the school system.

> Referrals: School Counselors direct students and parents to school or community resources for additional assistance or information through referrals. Referrals may include a wide range of sources from academic support, tutoring, career support or personal/social support, such as mental health agencies.
>
> Consultation: School Counselors share strategies that support student achievement with parents, teachers, other educators and community organization through consultation School counselors serve as advocates.

Collaboration: School Counselors work with other educators, parents and the community to support student achievement and advocate for equity and access for all students through collaboration. Collaboration may include:

- o <u>Teaming or Partnering with staff, parents or guardians and community</u>: This can involve orienting staff, parents or guardians, business and industry, civic and social service organizations and community members in the comprehensive school counseling program through partnerships, newsletters, media, and presentations.
- o <u>Advisory council and district committees</u>: School counselors are active in serving on community/district committees or advisory councils. By supporting other programs in the school and community, school counselors gain support for the school counseling program.
- o <u>Parent Workshops:</u> School Counselors facilitate or organize informational sessions about student developmental issues for parents or guardians to address the needs of the school community and to reflect the school counseling core curriculum.

<u>Evaluation</u>

The ASCA National Model encourages School Counselor Evaluations to focus on the four major functions of the school counseling program.

<u>Development and management:</u> School counselors are responsible for developing comprehensive programs for all students and for managing and showing results.

<u>Implementation:</u> school counselors work with students to deliver the program content using academic, career and personal/social competencies. The program is delivered in classrooms, small groups or individually.

<u>Accountability:</u> School counselors are also responsible for collecting and evaluating the results of their programs.

<u>Systemic change agent:</u> school counselors use their skills of leadership, advocacy and collaboration to work towards systemic change for students.

http://www.wa-schoolcounselor.org/content.asp?contentid=180

<u>ASCA Resources:</u>

https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates

https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-faqs

https://www.schoolcounselor.org/school-counselors-members/awardshttps://www.schoolcounselor.org/school-counselors-members/awards