

Date: September 27, 2019  
To: School Board  
From: Ellie Wilson-Jones, Director of Policy and Board Relations  
**Subject: Annual Report—Board Policies Revised per Policy No. 1310,  
September 2018-August 2019**

According to Board Policy No. 1310, "updating the header or footer, titles of staff, departments, or schools, and legal or cross references that have been changed since policy adoption; making format changes; and fixing grammatical, capitalization and punctuation errors of a current Board-approved policy do not require further Board approval. Further, non-substantive changes that do not affect the meaning, duties, intent, or character of the policy also do not require further Board approval."

Listed below are those Board policies that have received non-substantive edits per Policy No. 1310 between September 2018 and August 2019, with an explanation of the edit(s) made. The policies are provided as attachments with tracked changes indicating the changes made.

### **March 2019**


- Board Policy No. 3246, Restraint, Isolation, and Other Uses of Physical Intervention: Updated legal references to cite to current Washington Administrative Code in place of a repealed state statute.

### **July 2019**

- Board Policy No. 2420, High School Grade & Credit Marking Policy: Per the Board Action Report approved on May 15, 2019, language applicable only through the spring term of the 2018-19 school year was removed following the conclusion of that term.

### **August 2019**

- Board Policy No. 1010, Board Oversight of Management: Adjusted listed Oversight Areas to reflect the current organizational structure of the district, with departments properly listed within their relevant division.

	<p>RESTRAINT, ISOLATION, AND OTHER USES OF PHYSICAL INTERVENTION</p>	<p>Policy No. 3246 March <del>1620</del>, 201<del>96</del> Page 1 of 2</p>
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It is the policy of the Seattle School Board that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, shall remain free from unreasonable restraint, restraint devices, isolation and other uses of physical intervention. Under no circumstances will these techniques be used as a form of discipline or punishment.

The least amount of restraint, isolation, and other uses of physical intervention needed, as defined in the accompanying procedure, may be used when necessary to prevent or minimize imminent bodily injury to self, others, or to protect property, if de-escalation interventions have failed or are inappropriate.

Use of restraint, isolation, and other forms of physical intervention may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm,” as defined by [WAC 392-172A-01092](#) and [WAC 392-172A-01109](#) ~~RCW 70.96B.010~~ and explained in the accompanying procedure. Serious harm includes physical harm to self, another, or property.

Staff will closely monitor the use of restraint, isolation, and other forms of physical intervention to prevent harm to the student and will use the minimum amount of such actions to protect the safety of students, staff and property. The restraint, isolation, and other forms of physical intervention will be discontinued when the likelihood of serious harm has dissipated.

This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of restraint, isolation, or other physical intervention as necessary with adults or other youth from outside the school, as allowed by law.

The Superintendent will annually report to the Board on the use of restraint, isolation, and other uses of physical intervention. The Superintendent or his/her designee is granted the authority to develop procedures to implement this policy.

Adopted: December 2011

Revised: [March 2019](#); March 2016; July 2014


Cross Reference: Policy Nos. 2161; 2162; 3244

Related Superintendent Procedure: 3246SP

Previous Policies: Policy No. 3247

Legal References: RCW 9A.16.020 Use of Force – When lawful; RCW 9A.16.100 Use of Force on Children – Policy – Actions presumed unreasonable; RCW 28A.150.300 Corporal Punishment Prohibited; RCW 28A.155.210 Use of restraint or isolation – Requirements for procedures to notify parent or guardian; RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures – Definitions; ~~RCW 70.96B.010 Definitions~~; WAC 392-400-235 Discipline – Conditions and limitations; WAC 392-172A Rules for the Provision of Special Education, [WAC 392-172A-01092 Imminent](#); [WAC 392-172A-01109 Likelihood of serious harm](#)

Management Resources: *Policy News*, October 2015; December 2008

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>HIGH SCHOOL GRADE &amp; CREDIT MARKING POLICY</p>	<p>Policy No. 2420 <del>May-July 2415,</del> 2019 Page 1 of 4</p>
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It is the policy of the Seattle School Board that its high school students receive grades and credits in a manner that is understandable, accurate, and consistent across the District.

1. Grades

The District shall employ a uniform eleven-point weighted grading system at the high school level, awarding the following marks:

A A- B+ B B- C+ C C- D+ D E

A “D” mark is the lowest passing grade; an “E” mark indicates failure. The Superintendent or the Superintendent’s designee shall establish and post a Seattle School District Uniform Grading Scale, which details the corresponding percentage grade range for each of the eleven grade marks, with Honors courses receiving an additional .5 Quality Point and courses eligible to receive college credit from an accredited institution, such as Advanced Placement, International Baccalaureate, College in the High School and Running Start courses receiving an additional 1.0 Quality Point. The marks of “P”, “N”, “W”, and “I” may be used only under specific circumstances in the manner set forth in the Counseling Services Manual.

If a student retakes a course to attempt to earn a higher grade, the highest grade received will be counted towards the student's grade point average. However, a record of all classes taken, including the grades received, will remain on the student's transcript and the student will receive credit towards graduation for only one of the courses.

2. Credits

- A. Students will be awarded high school academic credit for successful completion of a specified unit of study. Successful completion of a specified unit of study means the following:

- a. Earning a passing grade in a district-approved course, according to the district’s relevant grading policies or Counseling Services Manual provision; and/or
- b. Demonstrating competency and proficiency; and/or
- c. Successfully completing an established number of hours of any planned alternative instructional activities as determined by the district; and/or
- d. Successfully meeting the credit-earning requirements specified in Superintendent Procedure 2024SP, Policy 2409, and/or Policy 2413.

B. Students enrolled in middle school may earn high school credit for:

- a. Courses taken at a District high school if the academic level of the course exceeds the requirements for middle school, and the course is on the Seattle Public Schools approved course list.
- b. Courses taken at a District middle school that meets or exceeds the requirements for the same high school course and which are on the Seattle Public Schools approved course list. For a middle school course to be eligible as a course equivalent to a high school course, it must be taught by a teacher qualified to teach the course at the high school level. Middle schools that wish to offer alternative learning experiences, such as an online or computer based program at the high school level, overseen by school staff, must contact the Department of Curriculum, Assessment, and Instruction for approval. Only students who demonstrate mastery of content standards by earning a passing grade in a middle school course deemed equivalent to a high school course will be eligible for high school credit.

~~e. Courses taken outside of Seattle Public Schools during the middle school grades are subject to the following conditions:~~

~~• Through the spring term of the 2018-19 school year:~~

- ~~○ Courses must be on the Seattle Public Schools approved course list. For courses from another district to count for high school credit in SPS they must already be on a student’s transcript when they transfer to SPS or the transferring student/family must provide a transcript and verification of existing policy allowing this credit in their previous district. Students wishing to receive high school credit for online courses taken during middle school must gain approval through the completion of an Equivalency Course of Study Form prior to enrolling in the course.~~

~~c.~~

- ~~• Beginning with the summer term of the 2018-19 school year:~~

- ⊖ Courses already on a student's transcript when the student transfers to Seattle Public Schools, or for which the family provides a transcript and verification of existing policy allowing this credit from the student's previous district, may be added to the Seattle Public Schools transcript for high school credit. Families must follow the process referenced in the Counseling Services Manual.
- ⊖ Courses taken outside of Seattle Public Schools by actively enrolled students are subject to Superintendent Procedure 2024SP.

- C. Students who meet the standard on state exams required for graduation or on a state approved graduation alternative may recover credit for previously failed courses in the following ways:
- a. Math: Students may recover one-half (.5) credit for a previously failed Algebra 1 (or equivalent) or Geometry (or equivalent) course by meeting the graduation standard on the state summative assessment or a state approved graduation alternative. Students with Individual Education Plans may recover credit for alternative courses.
  - b. Science: Starting with the class of 2021, students may recover one-half (.5) science credit for a previously failed 9<sup>th</sup> or 10<sup>th</sup> grade science course by meeting the graduation standard on the state summative assessment or a state approved graduation alternative.
  - c. Language Arts: Students may recover one-half (.5) Language Arts credit for a previously failed 9<sup>th</sup> or 10<sup>th</sup> grade required Language Arts course by meeting the graduation standard on the state summative assessment or a state approved graduation alternative.
  - d. 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.

### 3. Grade and Credit Changes

A grade and/or credit change can only be made by the teacher of record for the specific course at issue or by the Principal of the school where the course was taken and the change is being requested due to either a math error or bias. If the student has left the school where the course at issue was taken, any grade and/or credit change by either the teacher of record or the Principal must be reviewed and approved with signature by a director of schools P-12.

### 4. Promotion and Retention

High school grade level standing is determined by a combination of credit attainment and/or chronology and, in the case of Home Based Instruction students, age. After each semester, standing will be updated according to the following table:

<b><u>Grade Level</u></b>	<b><u>Promotion Criteria</u></b>
Grade 9	Successful Promotion from 8 <sup>th</sup> , 0.00-5.99 credits
Grade 10	6.0-11.99 credits or completion of one year of high school
Grade 11	12-17.99 credits or completion of two years of high school
Grade 12	18* credits or completion of three years of high school.

\*15 credit promotion applies for students in the classes of 2016-2020. For students in the class of 2021 and beyond, senior promotion will occur when 18 credits have been earned.

Being placed at a given grade level does not eliminate the need to complete all local and state graduation requirements if a student is attempting to earn a diploma through Seattle Public Schools.

#### 5. High School Enrollment for Home Based Instruction Students

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

- Freshman/9<sup>th</sup> grade if age 14 by August 31 of the year wishing to enroll
- Sophomore/10<sup>th</sup> grade if age 15 by August 31 of the year wishing to enroll
- Junior/11<sup>th</sup> grade if age 16 by August 31 of the year wishing to enroll
- Senior/12<sup>th</sup> 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 Seattle Public Schools.

#### 6. Running Start

A student must have attained at least Junior/11<sup>th</sup> grade status in order to enroll in Running Start, per the Running Start regulations. For the purposes of Running Start enrollment only, a student may be considered a Junior/11<sup>th</sup> grade either by reaching age 16 and placing into 100-level or credit-earning college classes through the college placement exam. The college placement exam is given at the community colleges and students are responsible for paying the exam fee.

The Superintendent or the Superintendent’s designee(s) shall maintain the Counseling Services Manual as the administrative procedures that further implement this Policy.

Adopted: December 2011

Revised: ~~July 2019; May 2019; November 2017; July 2014, February 2012; November 2012; June 2012; February 2012~~ ~~November 2012, July 2014, May 2019~~

Cross Reference: Policy No. 2410; Policy No. 3114; Superintendent Procedure 2024SP; Policy No. 2140


Previous Policies: D15.00

Legal References: RCW 28A.150.240(g) Basic Education Act of 1977; WAC 180-51-068

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015

Management Resources:



 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>BOARD OVERSIGHT OF MANAGEMENT</p>	<p>Policy No. 1010 <del>December-August 215,</del> 20198 Page 1 of 6</p>
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### **Purpose**

The purpose of this policy is to establish the roles and responsibilities of the School Board and the Superintendent in the oversight of the district and the policies to carry out these roles and responsibilities.

### **Oversight Roles and Responsibilities**

The School Board is responsible for governance and oversight of all departments and major program areas of the district, both academic and operational (referred to below collectively as “Oversight Areas”). The School Board’s role in the oversight of management is to review and evaluate the performance of all Oversight Areas, at least annually, through formal reports, audits and any other reporting method deemed appropriate by the School Board through the Superintendent.

The School Board and the Superintendent understand that oversight of management is the responsibility of the Board as a whole, not of individual Board members. The Board shall hold the Superintendent accountable (in part through periodic evaluation) for the performance of these systems.

In addition to the oversight of management responsibility, the Board also has oversight responsibility for academic performance. A Performance Management policy is set forth in Series 0000.

### **Goals**

The goals for this Board Oversight of Management policy are to:

- Evaluate each Oversight Area’s implementation plans, goals and objectives.
- Enable the Board to perform appropriate oversight of management of each Oversight Area by monitoring progress toward performance indicators.
- Ensure the district has qualified personnel overseeing its programs.
- Ensure compliance with state law and Board policies and procedures.

## **Oversight Actions**

1. The Board will develop and use a **District Annual Operations Data Dashboard** for monitoring all Oversight Areas, which shall be separate from and in addition to the district academic scorecard. The operations data dashboard shall consist of a limited number of carefully selected indicators that communicate the operational health of the district.

- The Superintendent will prepare and present to the Board a report on the District Annual Operations Data Dashboard each November. The dashboard shall include key performance indicators for each Oversight Area (listed below).
- The Superintendent shall annually review the scorecard contents and propose any changes to the scorecard to the Board for its review and approval.

2. The Board will conduct four **Oversight Work Sessions** each year for the purpose of reviewing overall system integrity for Oversight Areas. The Superintendent and the Executive Committee shall work together to identify the departments and major program areas to give presentations each year.

**Each oversight presentation** shall at a minimum address:

- The functions of the department or program area, stakeholders, and relationship to academic outcomes
- Organizational structure, names and qualifications of key personnel
- Budget and staffing overview
- Evidence of key internal controls
- Department goals & objectives and major initiatives in process and linkage to strategic plan goals
- Department performance in meeting its goals and objectives, including comparing current performance to previous years
- Key Performance Indicators (KPIs) with the latest data available
- Major information technology systems necessary to this function
- Key risks, challenges to delivery of service, and opportunities associated with this function
- List of major outside service contracts, with brief description of each
- Response to Board questions submitted in advance

The Board will receive final Oversight Area work session presentation materials and documents not less than two weeks prior to the scheduled work session. The Board will submit information requests/questions to the Superintendent not less than one week prior to the scheduled work session. The Board President and Superintendent will confer to finalize the list of information requests. Staff will

provide additional written materials in advance to respond to these advance questions. All work session materials will be posted online. Executive summaries will be provided for any report containing extensive data.

Oversight Areas that shall report to the Board through Oversight Work Sessions include:

- **Teaching & Learning - Academics**
  - Curriculum & Instruction
  - English Language Learners
- **Teaching & Learning - Schools & Continuous Improvement**
  - Schools
  - Coordinated School Health
  - ~~Enrollment Planning~~
  - ~~Admissions~~
- **Teaching & Learning - Student Supports**
  - Special Education Services
  - ~~English Language Learners~~
  - Highly Capable Services
  - Athletics
  - Enrollment Planning
  - Admissions
  - ~~Coordinated School Health~~
- **Business & Finance**
  - Budget
  - Contracting
  - Accounting
  - Cash handling at schools
  - Risk Management
  - Procurement
- **Human Resources**
- **Operations**
  - Nutrition Services
  - Safety & Security
  - Transportation
  - Warehouse
  - Capital Projects and Planning
  - Facilities, including:
    - Custodial Services
    - Environmental Services
    - Maintenance Services
    - Property Management
    - Stanford Center Bldg Management
- **Technology Services**
- **Internal Audit**
- **Equity, Partnerships & Engagement**

- **Public Affairs**
- **Legal**

3. In addition to the oversight work sessions, the Board may fulfill its oversight responsibilities for the district's operations by considering the matters identified below, as periodically forwarded to the Board for its consideration by the **Committees** referenced below. The Board may agree to refer matters to different committees.

#### Financial Systems

- Reviewing processes and internal controls used to ensure integrity of all major components of the district's financial systems
- Receiving and reviewing the annual external audit of the district's finances
- Requiring the Superintendent to follow-up on the recommendations of the external auditors on a time appropriate basis, as defined by Board procedures
- Receiving and reviewing all internal audit reports
- Requiring the Superintendent to make any necessary procedural changes based on internal audit reports
- Receiving and considering the recommendations of the **Audit & Finance Committee** with respect to these and other matters

#### Curriculum, Assessment, & Instruction

- Reviewing status of curriculum documentation and availability to teachers
- Reviewing processes for ensuring consistency of document curriculum and assessments
- Reviewing processes for building or buying new instructional materials consistent with the Series 0000
- Reviewing processes and status for training all certificated staff in curriculum, standards and the district's Theory of Action
- Receiving and considering the recommendations of the **Curriculum & Instruction Policy Committee** with respect to these and other matters

#### Human Resources

- Reviewing effectiveness of professional development
- Requiring the Superintendent to uphold integrity and transparency of selection processes
- Receiving reports on staffing not less than twice per year
- Reviewing effectiveness of performance evaluation processes
- Reviewing compensation strategy
- Reviewing training programs with an emphasis on required trainings

- Receiving and considering the recommendations of the **Audit & Finance Committee** with respect to these and other matters

### School Support Services, Facilities and Capital

- Reviewing Safety and Security: level of service and trend data
- Reviewing Construction Management policies and complete project reports
- Reviewing Facilities Maintenance 5 year plan and complete projects reports
- School Support Services: review major contracts, level of service, and customer satisfaction
- Capital levy planning
- Receiving and considering the recommendations of the **Operations Committee** with respect to these and other matters

### Technology

- Receive return on investment calculations for all major systems
- Requiring the Superintendent to maintain equity of technology in all schools
- Reviewing “up” time for all systems
- Receive recommendations regarding technological innovations that could be integrated in the district and plans for transition of existing technologies
- Review general technology plans, policies and key technology strategies
- Receiving and considering the recommendations of the **Operations Committee** with respect to these and other matters

### Superintendent

- Requiring a clear, fair and transparent planning process with appropriate engagement of key stakeholders
- Annually review the Superintendent’s performance
- Receiving the recommendations of the **Executive Committee** with respect to these and other matters

4. On a monthly basis, the Board shall receive a copy of the most recent available **monthly financial statements** showing the district’s balance sheet and income statement for all major accounts, together with a written summary of key points, identifying any significant trends or changes from the prior period.

5. Semi-annually, the Board will receive a **capital projects report**, prepared by the district’s capital and finance departments in consultation with the Operations Committee, designed to provide an overview of the status of capital

programs and expenditures and show key trends. The report will include, but not be limited to, CEP, BEX and BTA program activities.

6. The Board shall also receive such **other annual program oversight & performance reports** as may be identified elsewhere in adopted Board policies or as directed by the Board from time to time. The Executive Committee will review and approve the list of annual program reporting requirements each year, including which reporting requirements should continue and which should be consolidated into oversight workshop presentations or otherwise no longer be required.

7. The Board will oversee and review **internal audits** as described in Board Policy No. 6550 and Board Procedure 6550BP.

8. The Board will periodically review the district's **code of conduct, code of ethics and whistleblower policies and programs** to ensure they are operating appropriately and effectively.

9. The Board will be apprised by the Superintendent of any **government- or management-commissioned audits, reviews or reports** of the performance of district departments, programs or the district as a whole.

Adopted: June 2011

Revised: [August 2019](#); December 2018; September 2015; February 2013

Cross Reference: Policy Nos. 1005; 1240; 6550; 6550BP; Series 0000

Related Superintendent Procedure: N/A

Previous Policies:

Legal References:

Management Resources: