



A webinar for WEA members navigating graduation requirements and emergency rules for the graduating Class of 2020



COVID-19 and use of
SBE Emergency Credit Waiver

Welcome WEA Members

As a part of your WEA membership, we are pleased to be able to provide you free clock hours for your participation.

At the end of this session, we will provide you a link to complete to verify your attendance. If you wish to receive clock hours, please make sure you complete this survey in order to ensure timely processing of your request.

Please contact Sally McNair smcnair@washingtonea.org or Simone Boe, sboe@washingtonea.org with any questions.

Class of 2020

Working together can ensure all seniors have the information, supports, and resources they need to overcome any barriers to graduation COVID-19 has thrown their way.





For the Class
of 2020:

“You may not control all the events that happen to you, but you can decide not to be reduced by them.”

— **Maya Angelou**





Today's Presenters

State Board of Education

- **Holly Koon**, NBCT/AYA Science Teacher, State Board of Education
- **J. Lee Schultz**, Director of Advocacy and Engagement
- **Linda Drake**, Director of Career and College-Ready Initiatives



Today's Presenters

Washington State School District Directors Association

- **Marissa Rathbone, Director of Government Relations**
- **Abigail Westbrook, Director of Policy and Legal Services**



Today's Presenters

Office of the Superintendent of Public Instruction



- **Deb Came**, Assistant Superintendent Assessment and Student Information
- **Katherine Mahoney**, Assistant Director of Policy System and School Improvement

Today's Presenters

State Board of
Community and
Technical Colleges

- **Bill Moore, Director of K12 Partnerships**





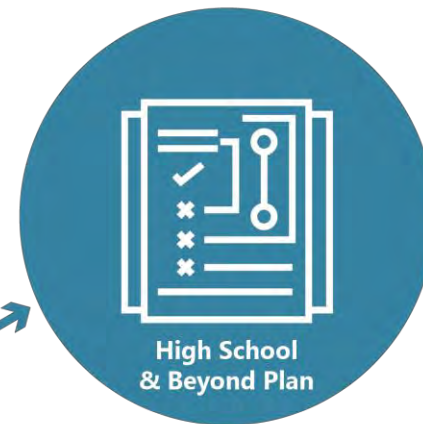
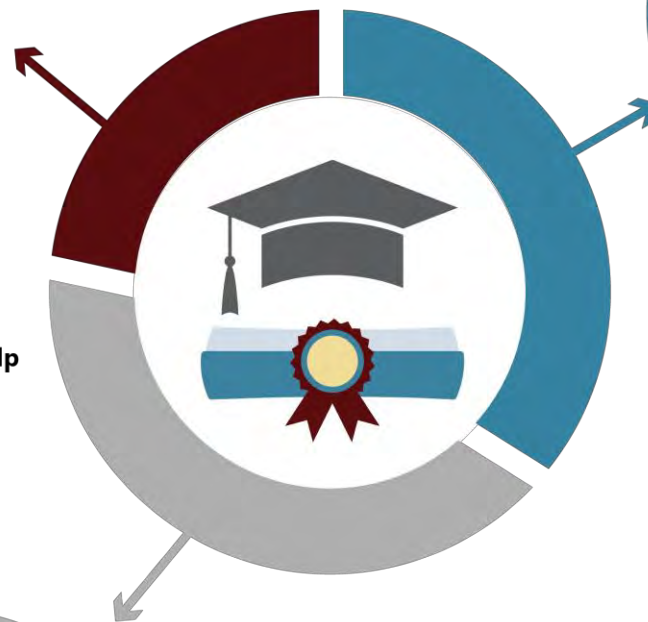
Technical Issues?
Q & A
Follow-Up

Graduation Requirements



MEANINGFUL.
At every stage of their education, students are exposed to academically rigorous and personally relevant classes that will help prepare them for life after high school.

Washington State High School Diploma



ACHIEVABLE.
The High School and Beyond Plan that students start in middle school establishes a blueprint that builds toward the Washington State High School Diploma and their long-term goals.



FLEXIBLE.
Graduation pathway options allow students to pursue a personalized, meaningful education that results in a diploma and skills needed for college or career. All students can now use new pathways, and they are equal in value and connected to students' post-high school goal(s).



Graduation requirements and flexibilities

High School and Beyond Plan	Credit Requirement	Graduation Pathways	Local Requirements
<ul style="list-style-type: none"> • Verification that HSBP requirements are met is determined at the local level. • Seniors may need support completing senior year HSBP requirements. Refer to the "High School & Beyond Plans (HSBP)" section of Bulletin No. 022-20. 	<ul style="list-style-type: none"> • Districts may waive up to 2 non-core credits for individual students, in alignment with local policy (WAC 180-51-210 (2)) • Districts may be granted authority to waive individual student's credit requirements through the Emergency Waiver Program offered through SBE. 	<ul style="list-style-type: none"> • Multiple graduation pathways available to Class of 2020, including CIA for students served with an IEP. • Expedited Assessment Appeals (EAA) Waiver available for students who have not yet met graduation pathway(s) or CIA requirements. 	<ul style="list-style-type: none"> • Districts may have adopted additional local graduation requirements and may waive those local requirements. • OSPI has recommended districts consider waiving additional local graduation requirements for the Class of 2020.



But always
through an
EQUITY lens

Do the emergency policies, procedures, and processes we are developing and implementing, leave any groups of students behind?

How are we supporting sub-groups of students, who may have additional barriers, to move from each “box” to the next and then into the “ready to graduate” column of the graduation check list?

Are we developing and implementing policies and procedures that involve students, honor their choices, and ensure they understand potential implications of any choices?



High School and Beyond Plan

High School and Beyond Plan (HSBP)

School staff determine locally if seniors have met these requirements:

- FAFSA
- Student resume or activity log
- Alignment between HSBP and Individualized Education Program (IEP) Transition Plan, where applicable



High School and Beyond Plan

- Not online? Schools should consider offering “office hours” when seniors can contact staff to get support with completing this graduation requirement.
- Seniors earning an associate’s degree through Running Start may still request to receive a high school diploma through the college, which removes the HSBP as one of their graduation requirements.





Credit Requirements

Credit Requirements



24 high school credits (unless your school has a waiver for this requirement). 17 of the 24 credits are defined as core credits.



As a first step, district and school staff should determine which classes and credits seniors **NEED to complete to meet credit requirements for graduation.**



Schools should provide multiple options for seniors to demonstrate they have met standard across required content areas.



How has your school worked to identify which classes and credits seniors need to meet credit requirements for graduation?



Options for Meeting Credit Requirements

- Work completion
- Competency-based assessment(s)/credits
- Expanded course equivalency
- Two-for-one policy: CTE courses locally determined to be equivalent to existing standards in a non-CTE course may be used to meet two graduation requirements with a single 1.0 credit course

Work Completion: Ideas for Continuous Learning



online coursework



written work packets



project-based learning



portfolios




High School and Beyond Plans



work-based learning




What grading policy is in place to provide teachers guidance on how to provide students credit for work completed for their final summative grades?



Competency- based assessment(s)/ credits

- Includes formative and summative course content, online PSAT/SAT prep, spring dual credit, world language competency, industry recognized credential or certificate, college admissions/placement.
- Credits may be awarded based on the student's demonstrated proficiency/competency of the state's learning standards under WAC 180-51-050

Does your district have a competency-based learning policy adopted by your Board? Have you identified what competency-based assessments are available to the students your district serves?



What do I need to know as a counselor, educator about competency or mastery crediting?

- By law, districts must have a policy in place to award competency/mastery credit
- WSSDA has new model policies to support districts in this process (later in slides).
- New [SBE guidance](#) can help both district administrative staff and individual teachers think through how to assess student learning and award competency/mastery credit.

Competency/Mastery Crediting Definition and Overview

Mastery-based crediting is an option for students to earn high school credit for demonstration of learning on assessments that are clearly aligned to learning standards.

The assessments may be state or national standardized tests or may be district-specified assessments. Such assessments may be non-standardized tests, such as a portfolio of student work or a hands-on demonstration of skills and knowledge.

Demonstration of Competency and Proficiency

Students can show learning through local assessments, portfolios, recorded presentations, and other method within in the district's written policy.

Other methods include:

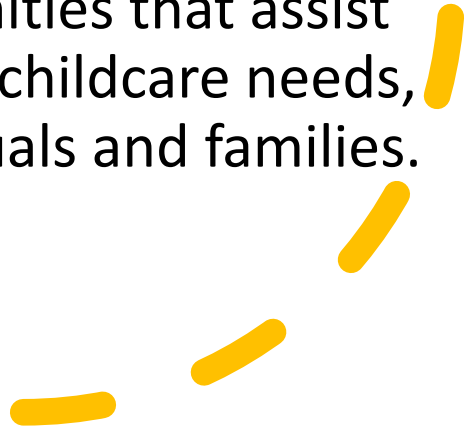
- State assessment: students who meet standard on assessment but have not been successful in their English Language Arts, mathematics, or science course.
- Successful completion of a next higher-level course: ex. student passes English IV but had failed English III. After the student completes English IV, they could then be awarded mastery credit for their English III course.

Local District Graduation Requirements

Consider a temporary waiver for the Class of 2020.

For districts that choose to maintain local graduation requirements, OSPI encourages districts to allow alternatives to provide seniors sufficient support in completing these requirements.

For example:

- Video/electronic submission of Senior Project
 - Within current safety and social distancing guidelines, organize community service opportunities that assist with food and classwork distribution, childcare needs, peer tutoring or aiding at-risk individuals and families.
- 

Other Existing Flexibilities

- Local districts that have implemented the 24-credit graduation requirement framework have the authority to award a two-credit waiver of flexible credits for individual student circumstances. Eligibility for this waiver is determined at the local level and is made in accordance with local policy adopted by the school board.
- Students may be excused from physical education, provided they demonstrate competency/mastery in the knowledge portion of the required 1.5 credits
- The non-credit requirement of Washington state history can be waived for students who either have completed a state history course in another state, or for 11th or 12th grade students who have not completed the course because of previous residence in another state.



Graduation Policy Tools for School Boards

- Good faith effort
- New model resolution
- Crucial role of competency-based credit
- New model policies

<https://www.wssda.org/policy-legal/graduation-toolkit/>



Key Questions for your Administrator Regarding School Board Action

- Which policies and procedures has our district adopted from WSSDA's COVID-19 graduation policy tools?
- Were any of the policies or procedures modified from the posted version? If so, how?
- How do the policies and procedures impact our district's expectations for instruction and assessment?

SBE Emergency Waiver Program (EHB 2965, Sections 10-12)

The State Legislature granted temporary authority to the State Board of Education to administer an Emergency Waiver Program, providing flexibility so that graduating students are not negatively impacted by the coronavirus response.

- **Waiver of certain credits required for graduation for the class of 2020 or earlier** provided that:
 - Students were on-track to graduate with the class of 2020
 - Districts make a good faith effort to address core course requirements and credit deficiencies
- **Waiver of hour and day requirements for private schools for the 2019-2020 School Year**

Definition of “on-track to graduate”

- “On-track to graduate” means the student’s earned credits and enrollment as of February 29, 2020 would have been sufficient for them to meet the state graduation requirements by the end of this school year.
- If a term had not yet started by February 29, 2020 (e.g. trimester schools, Running Start, or summer school), then the student’s planned enrollment may also count toward “on-track.”
- Determined by the Local Education Agency or private school

Definition of “good faith effort”

“Good faith effort” means the Local Education Agency (LEA) or private school considered and implemented options to support individual students in meeting credit requirements.

Options to consider include:

- Awarding and waiving of credits through existing authority
- Recommendations provided by OSPI’s guidance for supporting seniors (e.g., [Bulletin 022-20](#))
- LEA or private school determines which options are appropriate
 - Which of the options can the LEA provide?
 - Which of those available options are appropriate to implement with the student given their individual circumstances?

Emergency Waiver: What can be waived?

- The limit on number of credits waived is based on what the student would have had the opportunity to earn by the end of the 2019-20 school year, including:
 - **Enrollment:** Credits the student was enrolled in as of February 29, 2020
 - **Planned enrollment:** Credits the student planned to complete by the end of the 2019-20 school year, for terms not yet started that were scheduled to occur during the school closure
 - As indicated on the student's High School and Beyond Plan, course registration records, or credit attainment or recovery plan
- May include both core and flexible credit graduation requirements

The emergency waiver does not address:

- Potential impacts on earlier grades or students graduating after this school year
 - This would require additional legislation.
- Local graduation requirements
 - Districts have the authority to waive their local requirements.
- Missed hours/days for public schools
 - OSPI is providing guidance on hour/days requirements.
- Other graduation requirements
 - Graduation Pathway Options
 - If a student has not previously met the pathway requirement, they may be eligible for the Expedited Assessment Appeal (waiver). See [OSPI's guidance](#) (Appendix G).
 - HSBP Requirements


Approval of waiver authority

- The State Board of Education approves applications from Local Education Agencies.
- Once approved, the district has the authority to waive credits for individual students according to the program rules.
 - Temporary authority: From the date of approval through July 31, 2020 (expiration date by law)
- The waiver does not serve to grant credits, but rather waives the need for the credits in order to earn the diploma.
 - The priority is to help the student earn the credits if possible
 - The waiver is a final option to provide flexibility if needed

What is the process for districts to use the waiver for individual students?

- Determine the student meets “on track” definition
- Make “good faith effort” to help the student earn the credits
- Consult with the individual student
 - Make a reasonable effort to also consult with a parent or guardian of the student and to provide information in the preferred languages
- Provide required information
 - What is being waived for the individual student
 - Potential benefits and limitations
 - The option to decline the waiver

Additional administration requirements

- Consider equity in administering the waiver
 - Equity analysis, community outreach, etc.
 - Identify and mitigate potential disparate impacts
 - Determine if changes in approach are needed
 - Maintain individual student record of courses and requirements waived
 - Report to the State Board of Education (format TBD)
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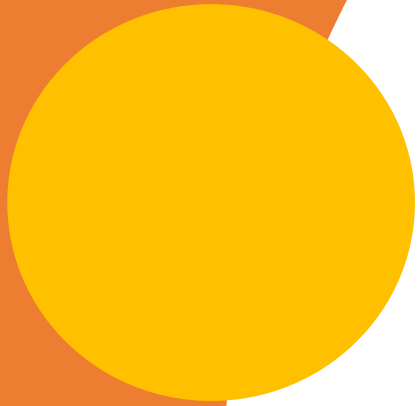
LEAs approved for waivers as of 4/21

- The State Board of Education considered and approved applications from 113 LEAs on 4/21
- Applications received after the cutoff for consideration (11AM on 4/17) will be approved on a rolling basis
- List of approved LEAs is posted here: <https://www.sbe.wa.gov/our-work/emergency-waiver-program>



Break Time!





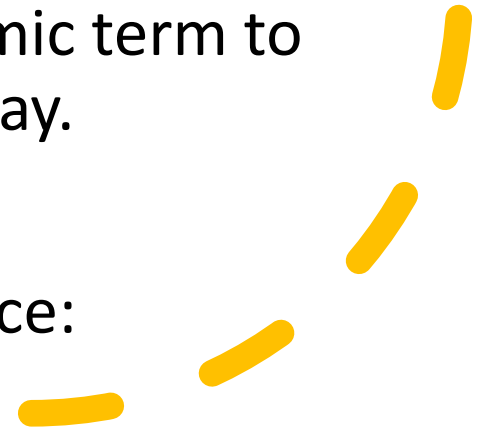
Graduation Pathways Requirements

Graduation Requirement	High School and Beyond Plan	Credit Requirement	Graduation Pathways	Local Requirements
Flexibility	<ul style="list-style-type: none"> Verification that HSBP requirements are met is determined at the local level. Seniors may need support completing senior year HSBP requirements. Refer to the "High School & Beyond Plans (HSBP)" section of Bulletin No. 022-20. 	<ul style="list-style-type: none"> Districts may waive up to 2 non-core credits for individual students, in alignment with local policy (WAC 180-51-210 (2)) Districts may be granted authority to waive individual student's credit requirements through the Emergency Waiver Program offered through SBE. 	<ul style="list-style-type: none"> Multiple graduation pathways available to Class of 2020, including CIA for students served with an IEP. Expedited Assessment Appeals (EAA) Waiver available for students who have not yet met graduation pathway(s) or CIA requirements. 	<ul style="list-style-type: none"> Districts may have adopted additional local graduation requirements and may waive those local requirements. OSPI has recommended districts consider waiving additional local graduation requirements for the Class of 2020.

Graduation Pathways

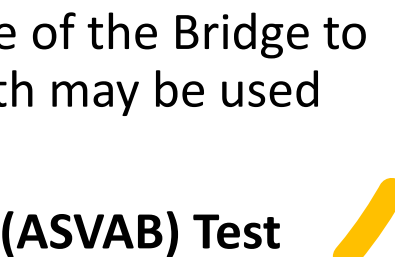
- Class of 2020 seniors are expected to meet a new graduation pathways requirement, as passed in House Bill 1599 (2019). School staff should still assess which graduation pathway(s) seniors have met in alignment with their High School and Beyond Plans (HSBP).
- OSPI's Class of 2020 Graduation Pathways Toolkit can provide additional details to support making those determinations. Priority support should be given to seniors needing to complete specific coursework from this academic term to meet their chosen graduation pathway.

For information or technical assistance:
graduation.pathways@k12.wa.us




Graduation Pathways for the Class of 2020

Students will need to meet one of the following graduation pathways that is aligned to their High School and Beyond Plan.

- **ACT / SAT / AP / IB Exams**: Students may use scores on college admissions (ACT, ACT with Writing, SAT, SAT with Essay), and specified Advanced Placement (AP) or International Baccalaureate (IB) tests, to show they possess the knowledge and skills expected of high school graduates.
 - **Dual Credit Courses**: A student who completes a dual credit course in English language arts or mathematics in which the student has the potential to earn college credit may use passage of the course as a graduation pathway.
 - **Transition Course (Bridge to College)**: Passage of the Bridge to College course in English language arts or math may be used as a graduation pathway.
 - **Armed Services Vocational Aptitude Battery (ASVAB) Test**
- 

Certificate of Individual Achievement (CIA) Options

If specified in their IEP, seniors receiving special education services may still use the following CIA options to demonstrate readiness for their post-high school goals:

- CIA Cut Score on Regular (On-Grade) Assessment
 - Locally Determined Assessments (LDA)
 - Off-Grade Level Assessment on Regular or Alternate
- 

Expedited Assessment Appeals (EAA) Waiver

Students in the Class of 2020 may be eligible to have their graduation pathway requirements waived.

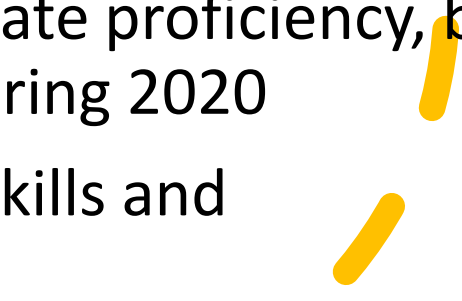
What does an EAA do?

- For students in the Class of 2020, it can waive the graduation pathway requirement or, if applicable, the Certificate of Individual Achievement (CIA) requirement.

What are the requirements to have the EAA approved?

- A student must have met all other applicable graduation requirements and one of the EAA categories that demonstrates their skills and knowledge.
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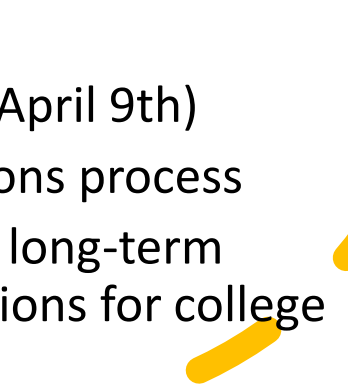
Eligible categories to demonstrate skills and knowledge for the EAA?

- Admission to institution of higher education
 - Scholarship for higher education
 - Completion of a college-level course (not dual credit)
 - Military enlistment
 - Student enrolled in a spring 2020 course that met graduation pathway, but (1) credit was waived, or (2) student received a “pass” or “credit” instead of minimum required letter grade
 - Student intended to take a test (such as Smarter Balanced, ACT, or SAT) to demonstrate proficiency, but the test session was cancelled in spring 2020
 - Other demonstration of student’s skills and knowledge
- 



Our Higher Education Institution Partners

Cross-Sector Connections

- Bridge to College Placement Agreement
 - English: follow district guidelines for course completion requirements (and grades)
 - Math: complete through Unit 6 and receive regular grade (not "Pass")
 - College in the HS Guidance (April 9th)
 - Align with [NACEP guidance](#)
 - Reach out to partners to determine if and how course(s) may be completed by the end of the school year
 - Follow guidance from campus departments re policies/practices, including grading
 - General Higher Education Guidance re Grading (April 9th)
 - Continue to provide flexibility in the admissions process
 - Help students consider, discuss, and plan for long-term impacts when deciding between grading options for college credit-bearing courses
- 



A Message from Washington's Colleges and Universities to Washington's Students

What to Know and Consider as You Plan Ahead During the COVID-19 Crisis
April 9, 2020

We believe that secondary schools and higher education institutions should:


- **Continue to emphasize the role and value of learning.** Provide students with learning opportunities that allow for meaningful student engagement with content through different modes and teacher and faculty feedback to align with student outcomes and needs.
- **Continue to provide flexibility in the admissions process.** Students who complete high school coursework in spring 2020 and receive a "pass" in lieu of a letter grade will not be negatively affected in the admission process at Washington's public and private, not-for-profit four-year colleges and universities. This includes 8th-12th grade students taking **high school coursework** during this term at a high school in the state of Washington. Washington's public four-year and Independent Colleges of Washington member colleges and universities do not re-calculate pass/no pass scores into numeric grade equivalents.
- **Help students consider, discuss, and plan for long-term impacts when deciding between grading options for college credit-bearing courses.** When considering pass/no pass as an alternative to ranked grades for college credit-bearing courses, we urge students to consider the long-term impacts for their education and career goals including, but not limited to, preparation for majors (e.g. nursing, engineering, and other STEM fields); prerequisite requirements; admission and transfer to out-of-state and graduate and professional schools. Alignment with Washington and national higher education requirements, NCAA and NAIA requirements, transfer, military enlistment and veteran benefits is critical for students' long-term success.



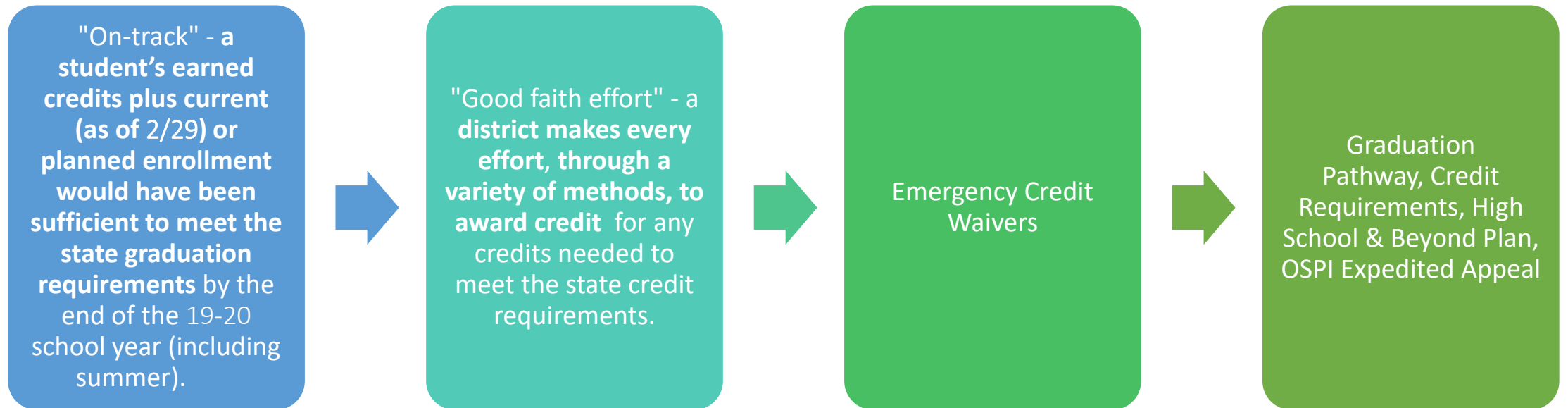
Putting it Into Practice

At the Building Level

How is Your School Tracking Seniors?

- Are you tracking individual senior's progress towards meeting graduation requirements and recording for future reporting?
 - How is your school prioritizing seniors who may need extra support earning credit requirements?
 - How are classroom teachers working with counselors to communicate with these seniors?
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Supporting Individual Seniors



Remember the EQUITY lens



Do the emergency policies, procedures, and processes we are developing and implementing leave any groups of students behind?



How are we supporting sub-groups of students, who may have additional barriers, to move from each “box” to the next and then into the “ready to graduate” column of the graduation check list?



Are we developing and implementing policies and procedures that involve students, honor their choices, and ensure they understand potential implications of any choices?

Let's first determine if a student is "On-Track"

Step 1: Total credits required for graduation in your district:

- State-required 24 credits
- Subtract any of the 24 credit that the SBE may have already waived for your district
- Add any additional local credit requirements.

Step 2: Consider any credit waivers that are already under local control:

- Does the student have the 2cr. "individual circumstance" waiver in their HSBP?
- Does the student need and qualify for a PE excusal?
- Does the student need and qualify for the WA State History Waiver?
- Does your district have local credit requirements that could be waived through a comprehensive emergency declaration?

Step 3: Look at the remaining credits:

- A student is "on-track" if, after the step 2 calculation, they would have been able to finish all remaining credits by the end of the 2019-2020 school year (including summer school). This includes any courses they were enrolled in as of Feb 29, as well as courses they were planning to enroll in. It includes Running Start current or planned enrollment and credit retrieval current or planned enrollment.

Actions and Considerations:

Does your local board have equitable policies and procedures in place to facilitate all of these steps? This may require your pro-active participation.

Next, can we show the district is making a “good faith effort?”

Good faith effort means districts considered and implemented options to support students in meeting the requirements necessary to be awarded credit.

- Remote course work
- Mastery-based crediting*
- Expanded course equivalencies

Actions and Considerations:

- Does district have an equitable process to help students complete work remotely?
- Does your board have equitable policies to facilitate Mastery-Based Crediting?*

Both of these may require your pro-active participation.

**WSSDA has released model policies for Mastery-based crediting but local LEA have the authority to adapt those policies or create their own to fit local circumstances.*

Let's apply individual student credit waivers for remaining credits if needed

Credits that still cannot be awarded to individual students may be waived on a student by student basis:

- Local graduation credit requirements, that are above and beyond the 24 credits required by the state, may be waived via action by LEAs.*
- State-required credits, including core credits, may be waived by any LEA that has been granted an emergency Covid 19 waiver by the State Board of Education.

Actions and considerations:

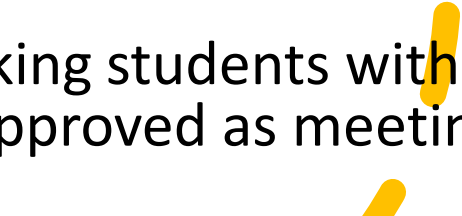
- Has your district applied to the SBE for the Covid19 Emergency Waiver?
- Does your Board have equitable procedures to issues waiver of all local requirement for **all** seniors, OR procedures for waiving local credit requirement?
- Does your district have equitable policies and procedures in place for applying the SBE waiver to individual students?
- Are you prepared to transcript waived credits according to OSPI guidance (whatever that turns out to be)?

**Note: local credit requirement can be waived by LEAs via 2 approaches. One approach waives local credits for all seniors before the "on-track" calculation is made. The second approach waits until this point and waives local credits on a student by student basis.*

Finally, let's look at the Pathways and HSBP requirements

- **Graduation Pathways -or- OSPI Expedited Appeal**
- **High School and Beyond Plan**

Actions and considerations:

- Do you have a system in place for making expedited appeals for individual students; remember that students need to write something.
 - How are you collecting that?
 - Do you have a process in place for tracking students with level 2 on IEPs to assure they are being approved as meeting a pathway to earn a CIA?
- 

Scenario: Anna

Anna is in a school with a 6-period day. 24 Credits are required. On February 29th she was enrolled in 7 classes: math, English 12, PE, band, welding, current world affairs, and an on-line credit retrieval class for 9th grade English. She has passed state assessment for both ELA and Math. She is classified as McKinney Vento. Previous credit history: She has 19 of the 24 credits she needs to graduate. To meet subject area requirements, she still needs .5 math, 1.5 English, .5PE, .5 social studies.

"On-track" - a student's earned credits plus current (as of 2/29) or planned enrollment would have been sufficient to meet the state graduation requirements by the end of the 19-20 school year (including summer).



- Does she have the 2 credit “student circumstance” credit waiver in her HSBP? If so, does she want it applied to band or her CTE course and does it make sense to apply it? If so, apply it.
- Is she eligible for the PE excusal? If so, apply as appropriate.
- If all of the above are applicable to this student, she now needs to complete .5 math, 1.5 English, .5 social studies. This could clearly be accomplished by August 2020.

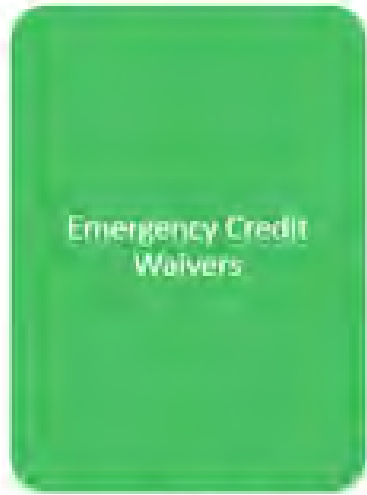
Anna is on-track.

"Good faith effort" - a district makes every effort, through a variety of methods, to award credit for any credits needed to meet the state credit requirements.



- Has the district provided opportunity to earn her remaining credits via remote learning?
- Has the district offered mastery-based Credits?
- Earn 1.0 English having passed a higher-level course, or state ELA assessment?
 - Granted MB credits for remaining courses using local CBAs or previous demonstration of having met standard.
 - Credit met through expanded course equivalencies?

Given the district and Anna's circumstances, a good faith effort has been made.



Using the SBE C19 Emergency Waiver:

Although Anna was able to earn mastery-based credit for her 9th grade English, CTE, and band, she was unable to participate in the distance learning provided by the district for work completion for .5 math class credit, .5 English 12 credit, .5 social studies credit.

The SBE emergency waiver can be used to waive these credits.



Graduation
Pathway, Credit
Requirements, High
School & Beyond Plan,
OSPI Expedited Appeal



✓ Anna has passed state tests for both ELA and Math.

✓ Anna has a completed HSBP.


**Anna has met the additional requirements.
Anna is diploma ready!**



Questions?



Attendance Verification for Clock Hours

- If you would like to be issued clock hours, please complete right away the following survey to verify your attendance.
 - <https://forms.gle/rFGoDK4qpcUnFvGc6>
 - The link will also be pasted into the chat box for ease of access.
 - Please contact Sally McNair smcnair@washingtonea.org with any questions.
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Resources

- See [OSPI's guidance](#) (Appendix G). Many students may need to access the expedited appeal process if they are unable to meet the pathway requirements due to the cancelation of testing or other issues due to closures.
- SBE adopted rules: [Exhibit A, emergency rules](#)
- SBE FAQ: https://sbe.wa.gov/faqs/emergency_graduation_rules
- Expedited Assessment Waiver: This is a student by student appeal, for students who have not met the score on the SBA for graduation
<https://www.k12.wa.us/student-success/graduation/graduation-pathways-cia-and-waivers/expedited-assessment-appeals-waiver>
- Waive up to Two Flexible Credits: Also on an individual student level, per district policy, schools can waive 2 of the flexible credits for students with 'unusual circumstances,'
<https://sbe.wa.gov/sites/default/files/public/documents/GradRequirements/GradReqVisualsAug2014.pdf>
- WSSDA model policy on Competency Based Credits
<https://www.wssda.org/policy-legal/graduation-toolkit/>
- New SBE Guidance for Mastery-based Crediting
<https://sbe.wa.gov/news/new-guidance-competencymastery-crediting-now-available>
- OSPI Bulletin 022-20 EXECUTIVE SERVICES "Meeting Graduation Requirements"
http://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2020/3_Guidance%20for%20Long-term%20School%20Closures%20as%20of%20March%202020.pdf

Scenario: Student 2

Student 2 is in a school with a 4A/B schedule where students take 8 classes per semester. She has an IEP with goals in both ELA and math. She met standard the state assessment in ELA at level 2 as per her IEP but scored level 1 in math over multiple retakes. On February 29, she was enrolled in 8 classes; computational skills (for her final .5 math credit), the 3rd CTE course in sequence identified in her HSBP as her planned graduation pathway, read/write skills (for her final .5 English credit, PE, pottery, civics, choir, and greenhouse management (which could serve as a course substitution for her 3rd science credit). She needed to pass all 8 classes in order to graduate. In addition, she needed to complete .5 credit retrieval in math from her freshman year, and was planning on doing that in summer school session. As per her IEP, student 2 receives extensive small group support and 1:1 interactions from instructional aides and learning support teachers and all of her general education teachers heavily modify delivery for all content-based classes. (what does equity look like here? How about, “good faith effort?”

"On-track" - a student's earned credits plus current (as of 2/29) or planned enrollment would have been sufficient to meet the state graduation requirements by the end of the 19-20 school year (including summer).

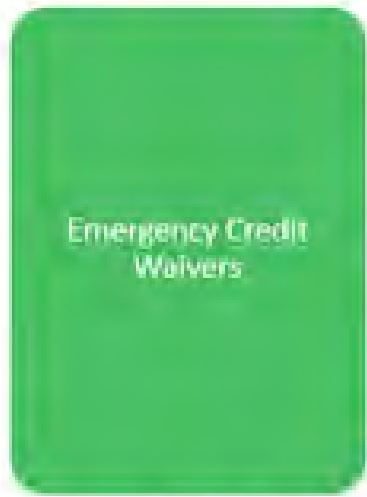


- Does she have the 2 credit “student circumstance” credit waiver in her HSBP? If so, does she want it applied to band or her CTE course and does it make sense to apply it? If so, apply it.
- Is she eligible for the PE excusal? If so, apply as appropriate.
- If all of the above are applicable to this student, she now needs to complete .5 math, 1.5 English, .5 social studies. This could clearly be accomplished by August 2020.

"Good faith effort" - a district makes every effort, through a variety of methods, to award credit for any credits needed to meet the state credit requirements.



- Has the district provided opportunity to earn her remaining credits via remote learning?
- Has the district offered mastery-based Credits?
- Earn 1.0 English having passed a higher-level course, or state ELA assessment?
 - Granted MB credits for remaining courses using local CBAs or previous demonstration of having met standard.
 - Credit met through expanded course equivalencies?



Using the SBE C19 Emergency Waiver:

Although Anna was able to earn mastery-based credit for her 9th grade English, CTE, and band, she was unable to participate in the distance learning provided by the district for work completion for .5 math class credit, .5 English 12 credit, .5 social studies credit.

Can SBE emergency waiver can be used to waive these credits?



Graduation
Pathway, Credit
Requirements, High
School & Beyond Plan,
OSPI Expedited Appeal



✓ has passed state tests for both ELA and Math.

✓ has a completed HSBP.

has student met the additional requirements.

Anna is diploma ready!