

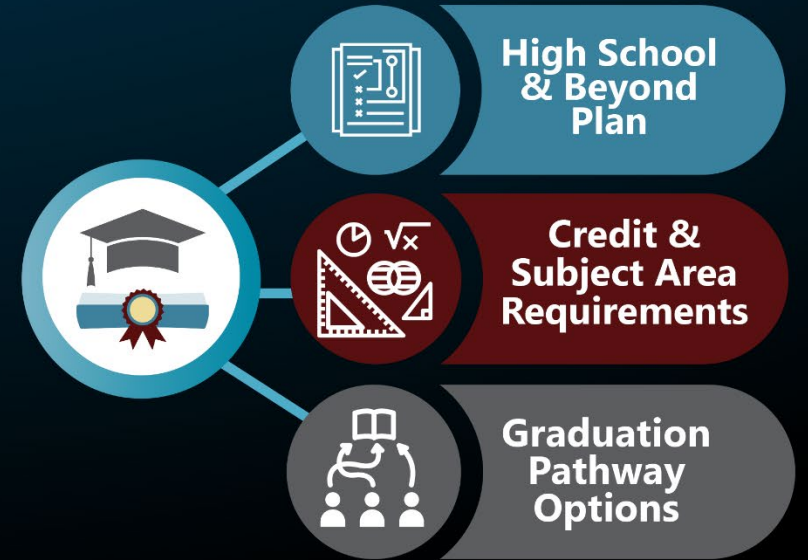


Emergency Waiver Program

Washington State Board of Education
February 25, 2021



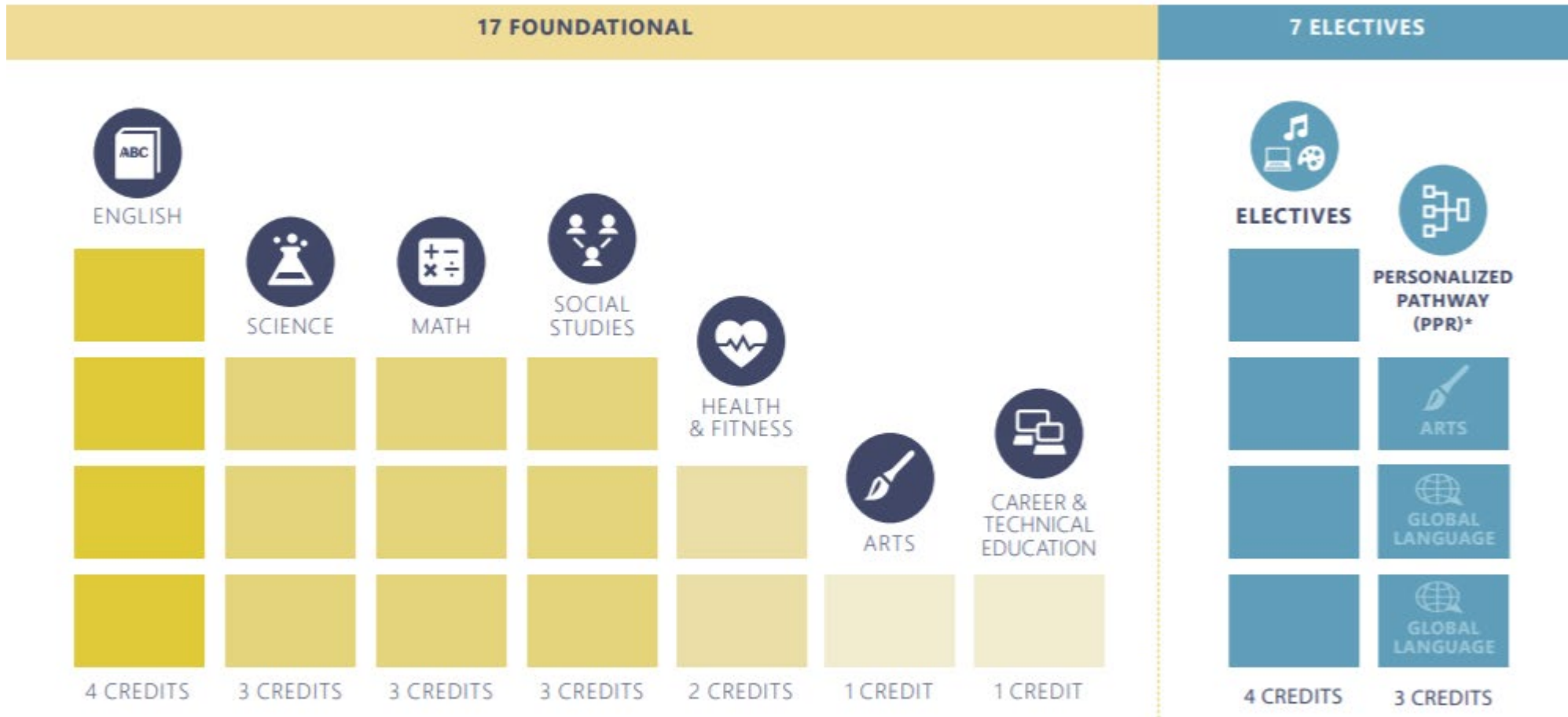
Washington students complete three components to achieve the high school diploma of their design.



The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090)

Subject Area Requirements: Core (Foundational) and Elective Credits

24 TOTAL CREDITS



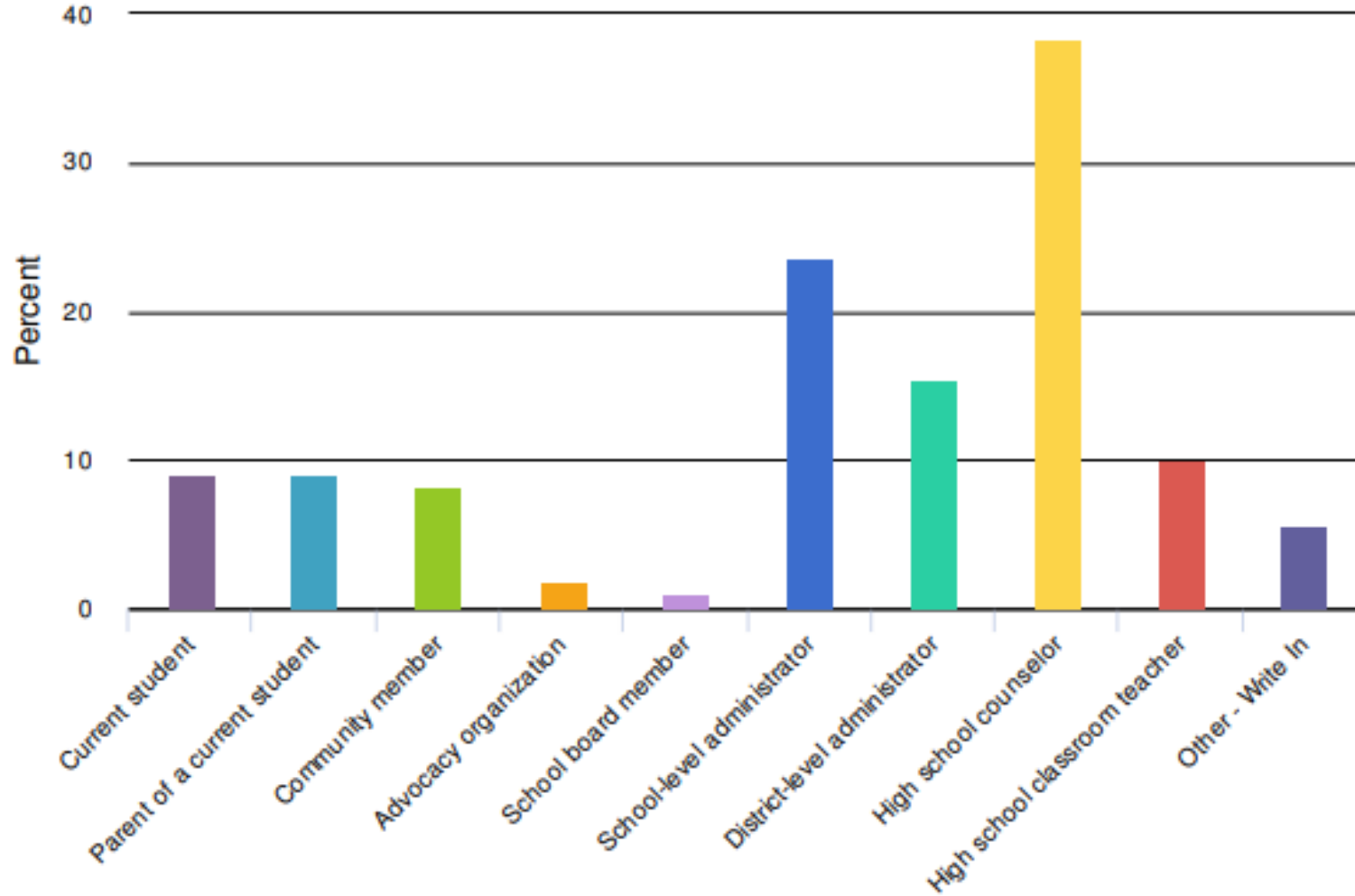
* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

Timeline

- **February 16:** EHB 1121 passed the Legislature and awaits the Governor's signature
- **February 25:** Special Board meeting to discuss draft emergency rules
- **March 5:** Deadline for written feedback
- **March 10-11:** Board meeting, anticipated adoption of emergency rules for the emergency waiver program
- **Mid-late March:** Anticipated release of school district application for school districts to apply for the authority to grant emergency waivers for individual students

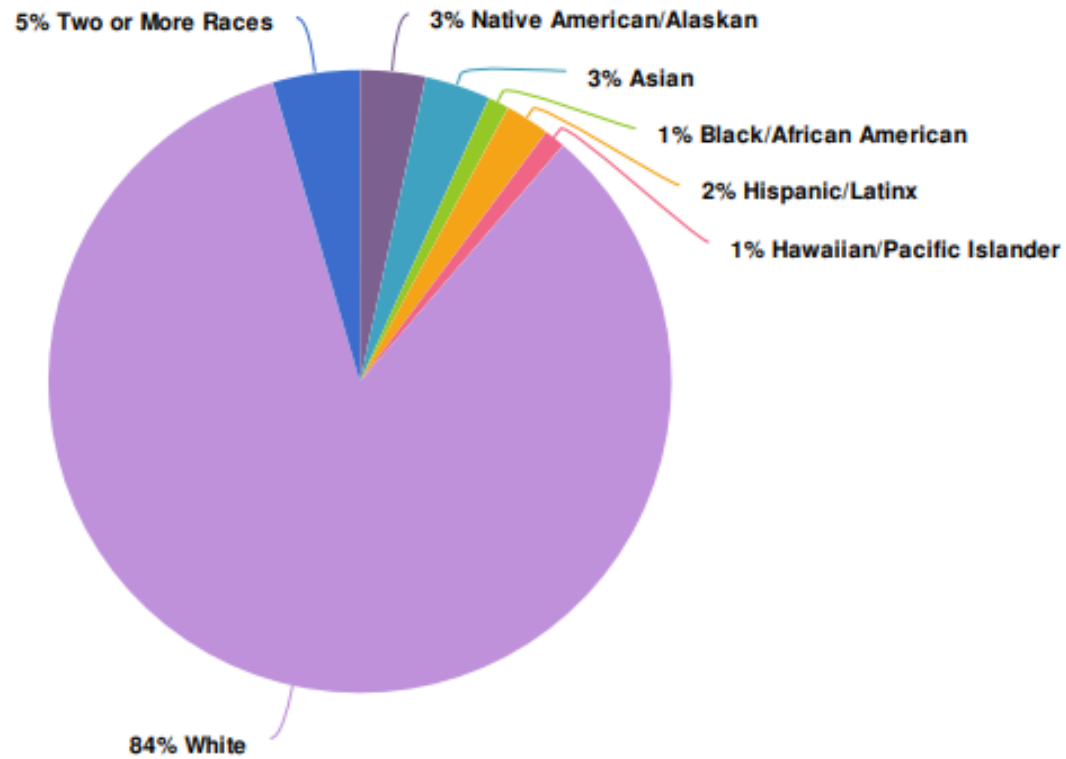
Input Survey Respondents

12. Your role (please select all that apply)



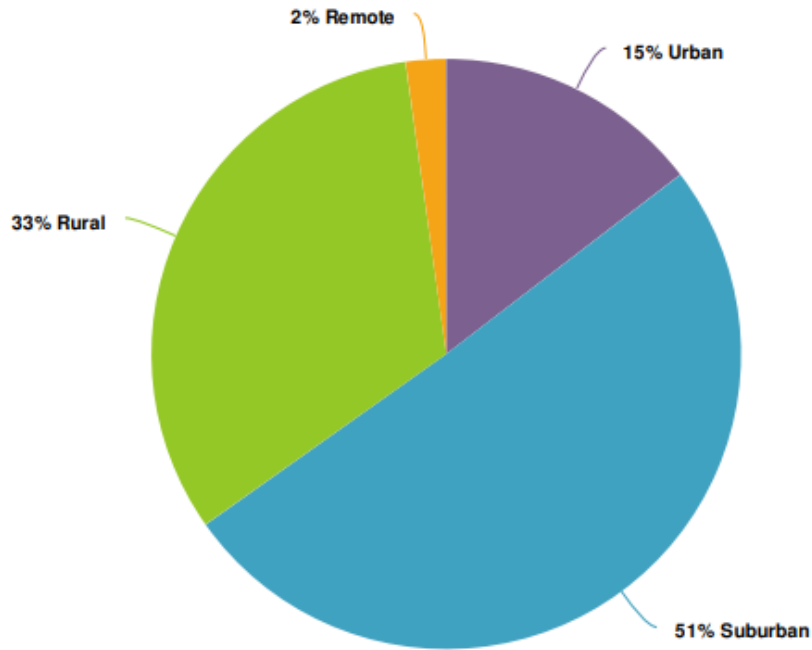
Input Survey Respondents

13. Optional. Your Race or Ethnicity

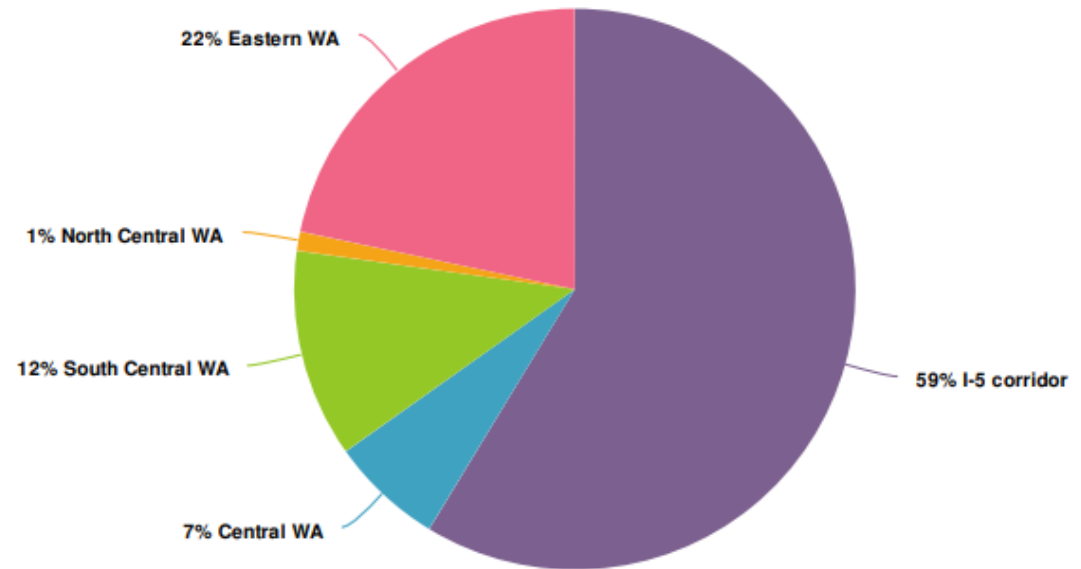


Input Survey Respondents

14. Optional. Do you live in an urban, suburban, rural, or remote setting?



15. Optional. Which geographic region of the state best describes where you live?



Key Survey Questions

- **Good faith effort**—what should schools and districts do to help students meet the requirements before considering a waiver?
- **Student demonstration of postsecondary preparation**—How can students show they are prepared for success after high school?
- **Equitable administration of the waiver**—How can districts make sure the waiver is used equitably?
- **For the Class of 2021, what limitations should there be on waivers of graduation pathway options?**
- **For the Class of 2021, what limitations should there be on the total number, type, and subject area on what credits can be waived?** (In the survey this was addressed in numerical and an open-ended questions)

Themes from Survey Input

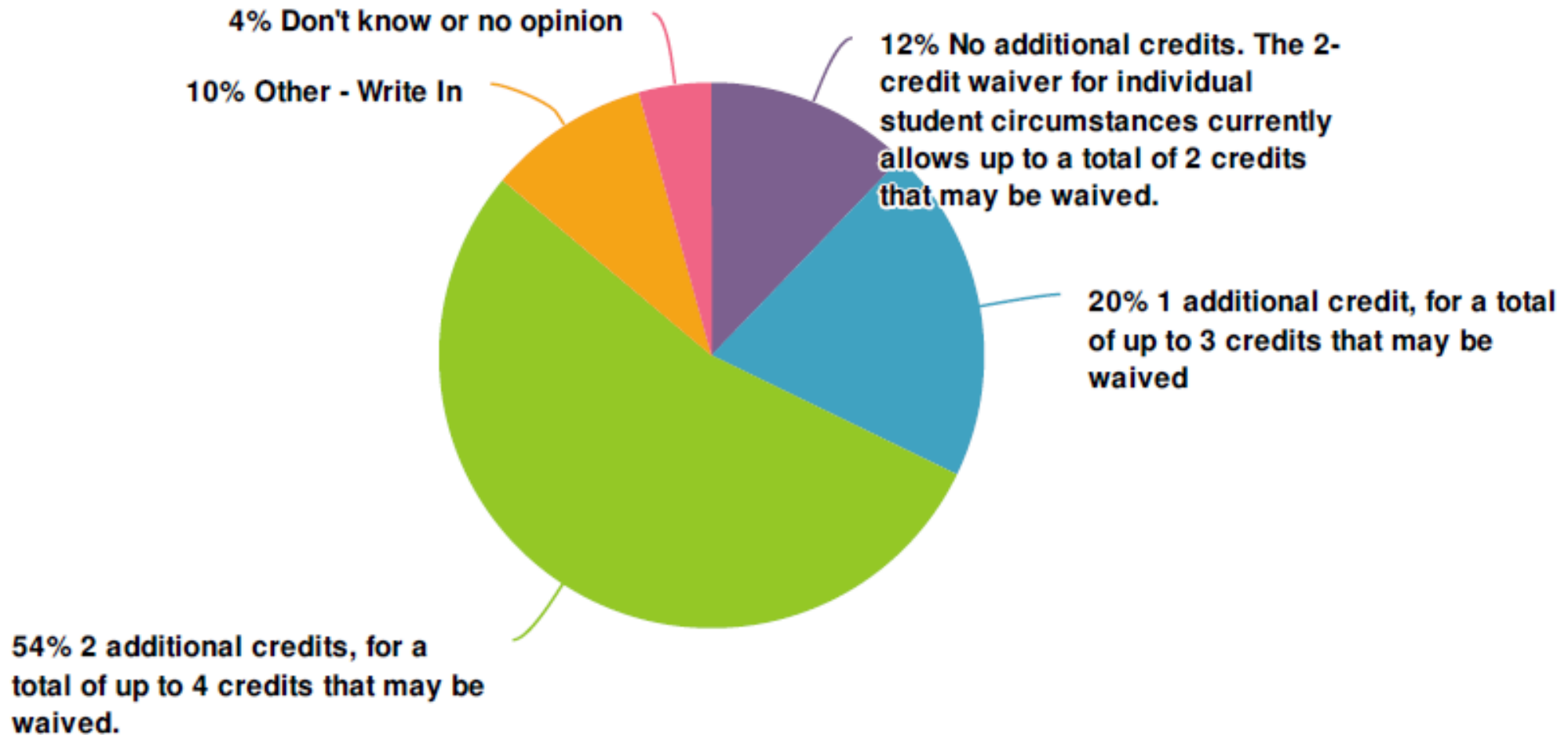
- **Good faith effort**
 - Meetings with student and family.
 - Individual guidance based on the student's High School and Beyond Plan.
 - Making sure the student has a plan and that requirements are prioritized based on what the student wants to do after high school.
 - Multiple ways to recover credit.
- **Student demonstration of postsecondary preparation**
 - Job in area of interest, requirements for military entrance, dual credit, voluntary service in area of interest.
 - Student demonstrates how to access their next step, such as filling out the FAFSA or research apprenticeship application process.
 - Best left to individual determination in the building.

Themes from Survey Input

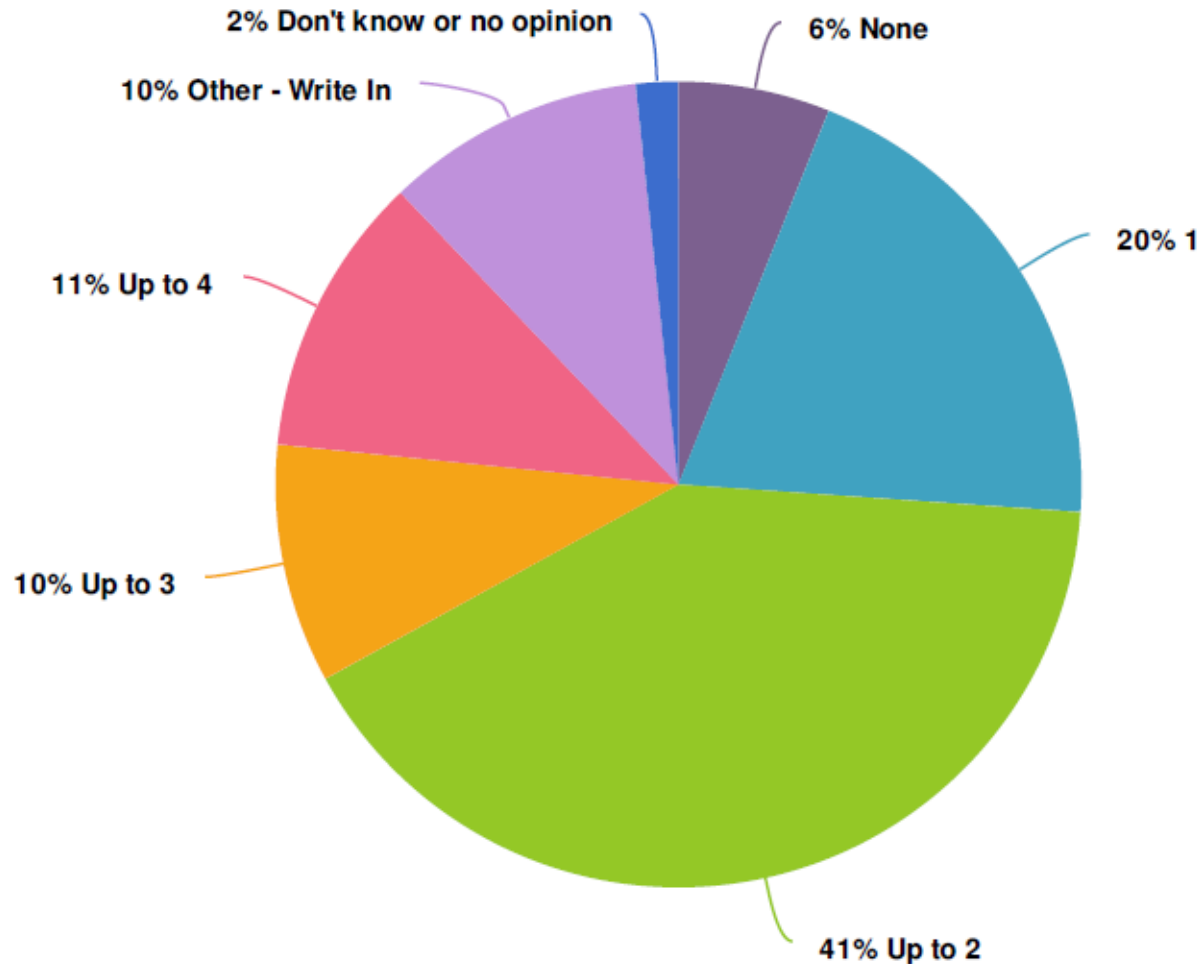
- **Equitable Administration of the Waiver**
 - Communication about waivers so all families have the knowledge.
 - This is part of our equity work, we need to look at the data, and make a plan and address issues if there are inequities.
 - The effects of the pandemic have been disproportionate. We need to be aware of this and work even harder to support students in not needing a waiver, if possible.
 - Use of the waiver will be the right thing for some students and the wrong thing for other students.

- **Limitations on Graduation Pathway Options**
 - None. These are still new. There needs to be the most flexibility with the graduation pathway options.
 - Testing options are gone or very limited. Let's help students with a post high school plan without penalty for situations beyond their control.

4. For the Class of 2021, in addition to the 2-credit waiver for individual student circumstances, how many flexible credits (personalized pathway requirements and electives) should be waivable?



5. For the Class of 2021, how many Core Credits (English, social studies, science, physical education, career and technical, health, arts, and math) should be waivable? Note: assuming no more than one credit in each subject area would be waivable.



Themes from Survey Input (continued)

- **Limitations on the Total Number, Type, and Subject Area on What Credits Can Be Waived** (in addition to specified number of waivable core and flexible credits)
 - No additional limitations. Schools began this year without the promise of any waivers and have been working hard to help students graduate.
 - No more than one credit in any core subject area.
 - Prioritize math, science and English.
 - Arts, Career and Technical Education, and physical education have been difficult to offer in authentic ways.

Themes from Survey Input (continued)

- Thank you for this opportunity to provide feedback. My primary request is that the outcome ensures students are prepared, but that the outcome is also compassionate and provides grace for the circumstances of the last 12 months. My second request is that the guidance be very clear, and that the documentation process be laid out clearly as well.
- Students did not ask for the educational experience they have had for the last 11 months, and while every educator has worked endlessly to provide a high-quality opportunity, we have never done this before. What is in the best interest for our students, emotionally, mentally, and educationally, to support them in coming out of the overall trauma of COVID? We should embrace flexible thinking that allows students to move forward in their lives when they feel ready to do so.



Policy Decision Points

EHB 1121: Concerning the Emergency Waiver of Certain Graduation Requirements

- **Directs SBE to adopt rules for the emergency waiver program**, which can include an application, eligibility criteria, reporting requirements, limitations on what can be waived, and expectations of the school district regarding communication with students and their families.
- School districts would apply to the State Board of Education (SBE) for the authority to grant emergency waivers from the **credit and pathway requirements**.

Organization of Chapter 180-111 WAC: Emergency Waiver of Certain Graduation Requirements

- **WAC 180-111-010: Authority and purpose**
- **WAC 180-111-020: Definitions**
- **WAC 180-111-030: Application and approval process for public school districts**
- **WAC 180-111-040: School District Implementation of the Emergency Waiver of Certain Graduation Requirements**
- WAC 180-111-050: Emergency waiver of certain requirements in response to novel coronavirus
- WAC 180-111-060: Emergency waiver of certain requirements in response to novel coronavirus for private schools

Key Decision Point: Good Faith Effort to Help Students Meet the Credit Requirements

- WAC 180-111-020: (4) **"Good faith effort" means the school district considered and implemented options, determined appropriate by the school district, to support individual students in meeting credit and pathway requirements.**
- (a) Options for helping students meet credit requirements include, but are not limited to:
 - (i) Individual student advising to help each student determine what supports they need to be successful and how they might meet the graduation requirements.
 - (ii) Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300.
 - (iii) Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), summer learning, and through CTE course equivalencies.

Good Faith Effort to Help Students Meet the Graduation Pathway Requirement

- (b) Options for helping students meet the pathway requirement include, but are not limited to:
 - (i) **For course-based graduation pathway options**, offering credits through mastery-based learning, traditional online, dual credit, and local credit options for awarding credit outside of school instruction.
 - (ii) **For exam-based graduation pathway options**, efforts to ensure students are aware of, and can access, online or other alternative access options for SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessments (if applicable). **Districts are encouraged to reduce or eliminate any cost to students in using these options.**

Additional Good Faith Effort References

- WAC 180-111-030: (2)(c) Prior to granting a waiver, the school district will make a good faith effort, as defined in WAC 180-111-020, to help individual students complete coursework, address credit deficiencies, and meet core course and graduation pathway option requirements. In granting the waiver, the district policy will **prioritize student completion of core coursework and coursework related to the student's high school and beyond plan.**
- WAC 180-111-050 (5) Each school district shall: (i) **Maintain a record of the following in the individual student record: actions taken under the good faith effort to help the student meet the graduation requirements,** courses (including the term and amount of credit) and requirements waived, and how the student demonstrated postsecondary preparation;

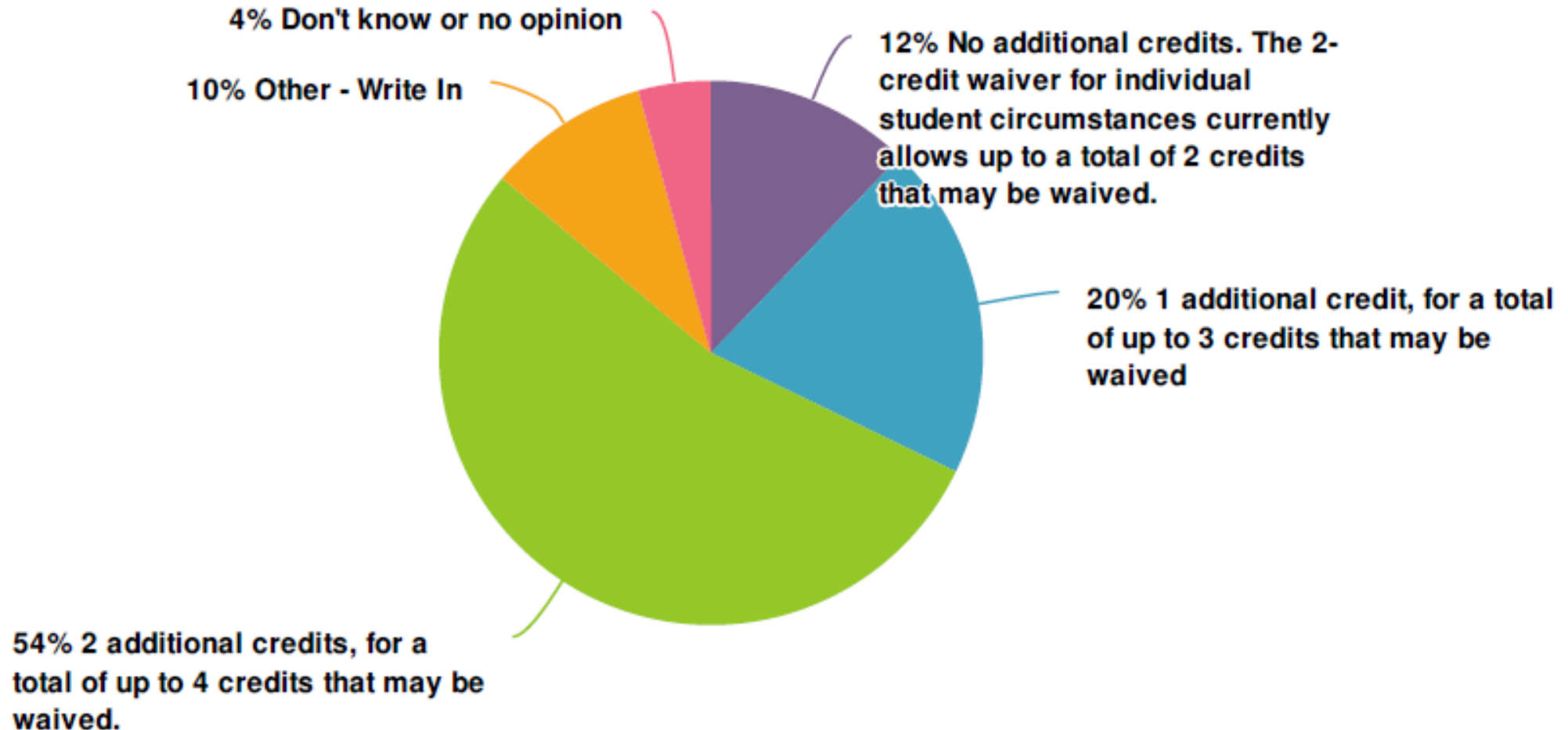
Key Decision Points: Student Demonstration of Postsecondary Preparation

- WAC 180-111-040 (1)(b): The school district shall review the individual student's completed and planned coursework and determine if the student has demonstrated skills and knowledge, aligned to the state or local learning standards, **indicating preparation for their next steps as identified in their high school and beyond plan**, as defined in WAC 180-111-020. Ways of demonstrating postsecondary preparation include, but are not limited to:
 - (i) The student has completed steps for successful enrollment in postsecondary education, such as completing an admissions application and either a placement evaluation or a financial aid application (e.g. FAFSA or WAFSA).

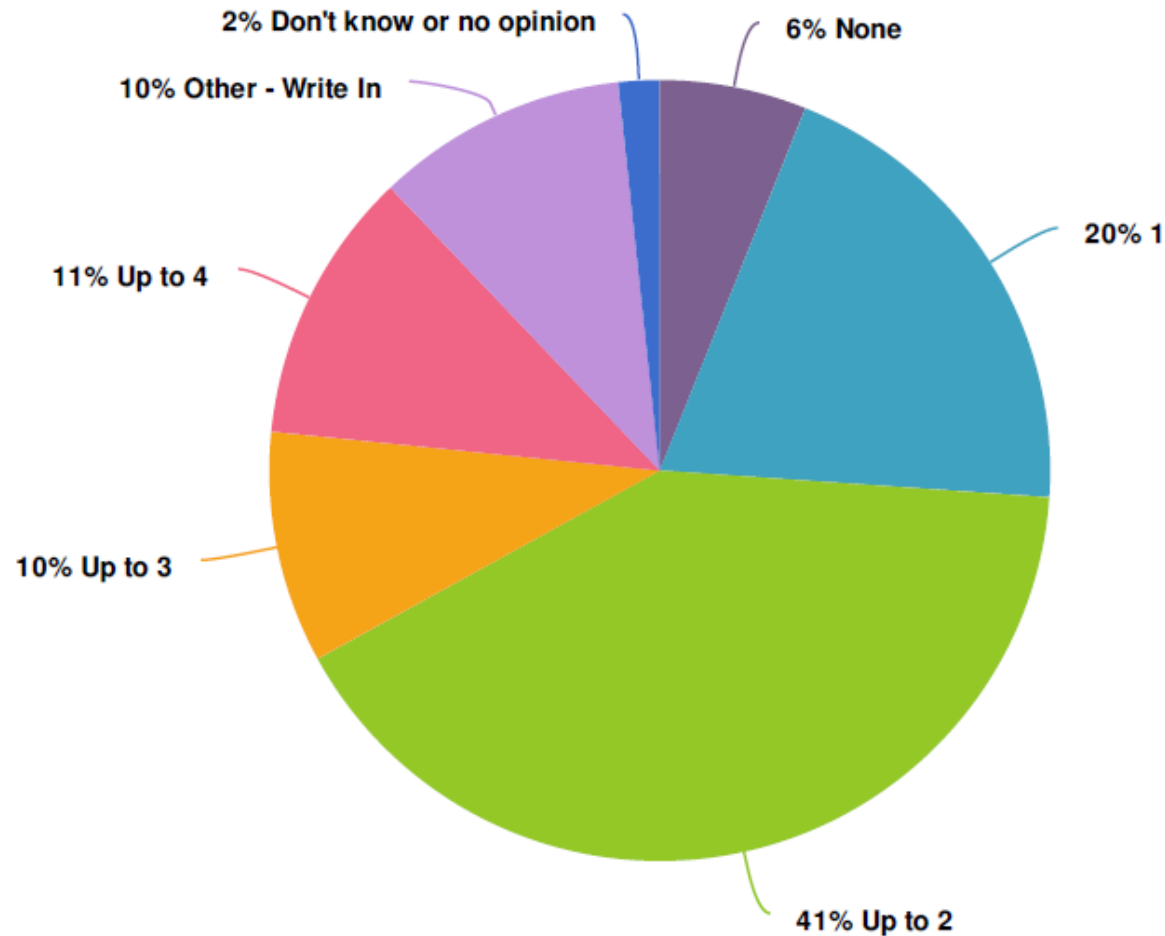
Key Decision Points: Student Demonstration of Postsecondary Preparation (continued)

- (ii) The student is currently working or has received a job or apprenticeship offer and has a plan for advancement in their chosen career field.
- (iii) The student has completed all necessary requirements for enlisting in the military, with the exception of receiving their high school diploma.
- (iv) The student has demonstrated skills and knowledge indicating preparation for success in postsecondary education, gainful employment, and civic engagement as determined by the school district. These demonstrations could include, but are not limited to: completing community service, earning college credit through a dual credit course, earning an industry recognized credential, or obtaining external validation from an employer, tribal elder, or other community member that can attest to the student's preparation for their next steps.

4. For the Class of 2021, in addition to the 2-credit waiver for individual student circumstances, how many flexible credits (personalized pathway requirements and electives) should be waivable?



5. For the Class of 2021, how many Core Credits (English, social studies, science, physical education, career and technical, health, arts, and math) should be waivable? Note: assuming no more than one credit in each subject area would be waivable.



Credit (Subject Area) Requirement Waiver: Restrictions on the Number and Type of Credits Waived

- WAC 180-111-050: (1) Waived credit graduation requirements are limited to the student's classes impacted by the novel coronavirus disruption.
- (a) Beginning in the 2020-2021 school year, students in the Classes of 2020 and 2021 may have up to two core credits waived, as defined in WAC 180-51-210, with no more than one credit in each core subject area being waived.
- (b) Students must graduate with no fewer than 20 credits.

Waiver of Graduation Pathway Requirement

- WAC 180-111-050: (3) A student's graduation pathway requirement may be waived for students in the classes of 2020 and 2021 after a school district has made a good faith effort to help the student meet their pathway requirement, as defined in WAC 180-111-020.

Equitable Administration of the Waiver

- WAC 180-111-030(2)(a): The school district shall ensure equity in administering the emergency waiver. **The school district shall disaggregate waiver administrative data** by student subgroups as referenced in RCW 28A.300.042(3) and will conduct further disaggregation of subgroups if data is available to do so. **If disproportionality is found, the school district will take appropriate actions to ensure equitable administration.** This consideration should further be designed to identify and mitigate potential disparate impacts of the emergency waiver and to determine if any changes to the school district's approach in administering the emergency waiver, including supports to help students meet the requirements, are needed before the conclusion of the school year.

School District Responsibilities: Individual Student Advising and Communication with Families

WAC 180-111-040 (1)(d): **The school district shall consult with the individual student and** make a reasonable effort to consult with a parent or guardian of the student and shall make a reasonable effort to provide information about this waiver in the preferred languages of the student, and of the parent or guardian of the student if applicable. **The information shall include, but is not limited to:**

- (i) What is being waived for the individual student. If the individual student and district decide it does make sense to consider a waiver, **the student should be advised to waive the course(s) least applicable to their postsecondary plans**, as articulated in their high school and beyond plan;
- (ii) **The potential benefits and limitations that could result from receiving the waiver** including impacts on high school graduation and postsecondary plans and, if applicable, the recommendation to contact the student's postsecondary institution regarding impacts on admission; and
- (iii) **The option for the individual student to decline the waiver** and for the student to be provided with the opportunity to earn the credits needed or meet their intended pathway option to complete graduation requirements which may include continued enrollment beyond the planned graduation date.

Next Steps

- Anticipated adoption of final emergency rules and draft permanent rules at the March 10-11 Board meeting: [Zoom Link](#)
 - Public comment is scheduled at 11:45 a.m. (both days)
- Members of the public: Feedback can be sent to SBE@k12.wa.us or provide input on key decision points via this [short survey](#) by March 5
- See more information on the SBE rule-related web pages: [Rulemaking](#) and [Rulemaking Docket](#)

Contact us!

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