



## **ADDENDUM TO MEMO: SUMMARY OF REQUESTS FOR THE WAIVER OF THE CREDIT-BASED GRADUATION REQUIREMENTS**

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*Submitted for the September 2022 Board meeting by Alissa Muller, Director of the Mastery-based Learning Collaborative*

### **New Application for a Waiver from Credit-Based Graduation Requirements**

Marysville School District No. 25 is requesting a waiver from credit-based graduation requirements for Tulalip Heritage High School. The SBE may grant the waiver for up to four school years.

The district is seeking approval for the full four years, beginning in the 2022-2023 school year, and Tulalip Heritage High has a new principal this school year. Several requirements are laid out in WAC for new requests, including evidence the school district staff is committed to working cooperatively to implement the plan and that students, families, and citizens were involved in creation of the plan. The applicant has provided all necessary application documents, including the resolution from their local school board.

The school will be implementing the Big Picture Learning model (please see additional information about the Big Picture Learning model in the [Summary Memo](#).)

### **Tulalip Heritage High School in Marysville School District No. 25**

Tulalip Heritage High School held several listening sessions with their family and community members last year and partnered closely with Tulalip Tribe's Education Division to evaluate feedback and current programming to determine the best path for the school moving forward in a culturally responsive way. The District and the Tulalip Education Division leadership met multiple times with representatives from Big Picture and the Native American Initiative to determine if this model was appropriate for Tulalip Heritage High School. In late spring, the district and the Tulalip Education Division made the decision to move forward with Big Picture and to start the process for engaging staff, students and families in the co-development of the school's values, mission, vision and broader learning plan.

"Our Indigenous students needed a different model that can support Indigenous ways of learning and growing and knowing. The regular public school system models do not work all the time for our children," said Jessica Bustad, executive director of the Tulalip Tribes education division in this [recent article on the redesign of the school](#).

Experiential learning opportunities will provide students opportunities to authentically apply their learning through internships in the local community. Students will also have the opportunity to engage in a variety of enrichment opportunities facilitated by students, staff, and community experts.

Regarding ensuring that students will meet the state learning standards in each required subject area (despite the waiver allowing the school to track the learning differently, i.e., not in traditional credits), the school application states: "Over the course of the year alignment of [Big Picture] competencies within content areas will be integrated into the graduation requirements for students. Cross-Content/Curricular supports through professional collaboration will ensure fidelity of instruction throughout the course of the year. Each Friday is an early release for staff to collaborate in order to ensure that grade level content in ELA, Science Inquiry, math and beyond are integrated into instruction, and to ensure that level up/graduation requirements for each grade level and student portfolios and rubrics ensure student mastery in competency areas and K-12 content standards are demonstrated with fidelity.

Additionally, students' progression towards grade level content standards will be monitored and assessed through individual student portfolios, which will include evidence of student growth on content level standards throughout the year. Content teachers will directly monitor and assess students' learning on a weekly basis during weekly workshops. Furthermore, students will demonstrate growth within content-based standards the district assessment – Fastbridge – in both Reading and Math in the Fall, Winter and Spring. Diagnostic data from this assessment will empower advisors to differentiate their support for students during their workshop time."

Students at Tulalip Heritage High School will be expected to grow along the 5 [Big Picture] competencies and demonstrate mastery on essential learning standards (CCSS and NGSS) to be identified throughout the 2022-2023 school year. As is foundational to the Big Picture model, each student will establish an individual student learning plan setting the foundation to explore their interests and find applicable reading, writing, math, science, and other applicable learning areas on their path to mastery. (Note: Please see the school plan attached in Simbli to see the rubric the school will use to create more detailed measurements along the five competencies and the demonstration of mastery in the content areas.) Three times a year, after each trimester, students will engage in a public demonstration of their learning through exhibitions. These exhibitions will serve as the main form of assessment for student learning. Secondary measures of success will include: attendance, district local screening assessments, state assessments, and on-time graduation rates.

Learn more about the vision for the school moving forward in the [recent article on the redesign of the school](#).