



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: CREDIT-BASED WAIVER UPDATE

Prepared for the January 2019 Board Meeting

Information item.

As related to:

Goal One: All students feel safe at school, and have the supports necessary to thrive.

Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

Goal Four: Students successfully transition into, through, and out of the P-12 system.

Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

Other

Materials included in packet:

- Memo summarizing the updates.
- The full update letters are included in the externally-produced materials section of the website.

Synopsis and Policy Considerations:

Representatives from the five school districts that have at least one year of education under this waiver program will update the Board on their progress.

The following are the questions that districts responded to in their waiver updates:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.
2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.

3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
 - a. Enrollment, by grade.
 - b. Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.
 - c. Adjusted four-year cohort graduation rate, for the most recent class available.
 - d. Adjusted five-year cohort graduation rate, for the most recent class available.
 - e. Any post-graduate employment and post-secondary participation data as may be available.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture Schools to higher education institutions or other school districts?

In addition, districts were asked to provide recommendations on developing a competency-based pathway to a diploma.



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UPDATE ON DISTRICTS THAT RECEIVE CREDIT-BASED GRADUATION REQUIREMENT WAIVERS

Prepared for the January 2019 Board Meeting

Policy Considerations

What are promising trends or practices among the recipients of this waiver of credit-based graduation requirements?

- What are challenges encountered by these schools, particularly regarding transfer of credits? How are those challenges being mitigated?
- What is working well and what is not?

This report highlights promising practices and challenges described by Gibson Ek High School in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, Career Academy at Truman and Federal Way Open Doors in Federal Way School District, and Highline Big Picture in Highline School District. This report is meant to provide a summary to board members and the public.

Background: Credit-Based High School Graduation Requirements Waiver

In April 1999, the SBE adopted WAC 180-18-055, titled “Alternative high school graduation requirements.” The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district’s board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in

authorizing schools, as well as the districts that govern them, to apply for waiver of graduation requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college academic distribution requirements.

History of Closed and Newly Opened Schools Receiving the Waiver

Highline School District received a four-year waiver for Big Picture high school in 2008. Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year.

At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek replaced a closed alternative school and is modeled on Big Picture design principles.

Methow Valley and Lake Chelan are the fourth and fifth districts to receive this waiver in the nearly 17 years of its existence and were approved in May 2016. Methow Valley School District's Independent Learning Center transitioned from being an alternative school to being an option school with the receipt of this waiver. Similarly, Lake Chelan School District's Chelan School of Innovation also offers serves as an option school rather than an alternative school. Prior to the receipt of this waiver, it was an alternative school called Glacier Valley High School.

Federal Way School District obtained a waiver of four years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. However, in May 2017, Federal Way received the waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors.

Henderson Bay High School in Peninsula School District and Quincy Innovation Academy in Quincy School district received the waiver in July 2018. Due to how recently Peninsula and Quincy School Districts received this waiver, updates from their schools are not included in this memo.

Personalized, Competency-Based Learning Models

The schools currently receiving this waiver use the , or use the similar . Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are more than 65 Big Picture network schools in the U.S., and many more around the world. While many Big Picture schools in Washington seek a credit-based waiver, it is not a requirement to implement the model. For example, Bellevue has operated a Big Picture School since the 2011-12 school year but has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school must fulfill the same district credit requirements to graduate with a diploma.

Summary of Update Reports

Gibson Ek in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, Career Academy at Truman and Federal Way Open Doors in Federal Way School District, and Highline Big Picture in Highline School District were asked to provide an update on the progress made under the waiver of credit-based graduation requirements. The remaining approved schools, Henderson Bay High School in Peninsula School District and Quincy Innovation Academy in Quincy School District, have not been in operation long enough to require a report. The full update reports address the following guiding questions:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.
2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.
3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the data (*list of data not included here*), preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for a Big Picture School to higher education institutions or other school districts?

Each district provided data on its schools using this model. However, the Family Educational Rights and Privacy Act protects assessment data that features fewer than 10 students. Due to this, participation data was included in this update but assessment data was not. Generally, the assessment results could be characterized as mediocre if compared to all schools in the state but several districts reported improvements in assessment results. For instance, without breaking FERPA protections, a typical result would be 70% meeting standard in English Language Arts and 30% in math. Among the data presented in the district updates, recipients of the waiver noted high internship participation rates and improvements in graduation rate.

All schools noted the importance of relationships with higher education. A common theme was the challenge of articulation with institutions of higher education and challenges that prevent students from participating in NCAA-sanctioned collegiate sports. The schools are working to improve the transition from these schools to higher education by working on translation of the student transcripts. The schools noted the importance of collaborating with the Big Picture Learning network. All schools noted the importance of internships and real-world experience to the learning experience of their students.

Schools that are taking advantage of this waiver program are on the leading edge of implementing competency-based, personalized learning in our state. Educators from these schools and districts may be a rich resource as we move forward developing state policy that supports competency-based education. The common challenges, such as in transcription, are areas where developing state policy may help promote competency-based practices.

Chelan School of Innovation (CSI)

SUCCESES

The Chelan School of Innovation reports success in several areas related to standards for increased student engagement and learning. In addition to improved graduation rates overall across a four-year period, the program has experienced improvement in attendance rates, internship participation, school enrollment, college enrollment, and a reduction in discipline referrals per individual student. CSI also finds the competency-based program allows students to create Learning Plans based on individual interests, passions, and post-high school goals.

In order to address improvements in student learning, changes have been made over the past four years based on the Big Picture Learning perspectives. The changes include an “open schedule” to accommodate direct instruction in core content areas; adoption of “core values” of design thinking; and adjustment to the schedule specifically to allow time for internship participation, restorative practices, advising, and CSI core values. CSI continues to work toward staff and students’ understanding of how the “core values” are incorporated into core content, internships, and projects. Although enrollments are relatively low at 29 students overall in 2017 and 2018, in 2018 the enrollment rate in colleges and universities was high.

CHALLENGES

As noted the enrollment rate across all grades served (grades 8 through 12) remains low. The percent of students meeting standards on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics in 2018-19 shows low rates for 11th graders in both ELA and Math; 12th graders are somewhat higher. CSI counts as its major challenge the translation of student transcripts to other high schools and higher education institutions. The process of evaluating and translating competency-based

transcripts for other traditional high schools has proven successful but is problematic in terms of staff's time and effort. CSI has been encouraged by Big Picture Learning to supply only the competency-based transcript.

Gibson EK

KEY DESIGN PRINCIPLES

Gibson EK reports meeting standards for increased student learning through the following key design principles:

Within Goals and Competencies, the five Goals and Competencies include *Personal Qualities*, *Communication*, *Empirical Reasoning*, *Quantitative Reasoning*, and *Social Reasoning* further broken down into four competencies and three to eight targets students must meet. A student must meet or exceed four targets or, as measured by an advisor, achieve a competency. In terms of *Level Up Expectations and Graduation Requirements*, students must also meet level-up requirements each year to move forward. In *Internships in the Real World*, students also attend full-day internships two days per week with 96% of students meeting this goal. Those students who did not meet this goal had additional on-campus opportunities including internship searches, volunteer opportunities, job shadows, and on-campus learning and project work. *The One Student at a Time Personalization* provides for each student to develop a *Learning Plan* that is updated three to four times during the school year as necessary. It includes student's vision, SMART Goals, project work and High School and Beyond information. Small advisory group work and daily check-ins are included. For the 2018-19 School Year, *Project Wayfinder* has been implemented at all grade levels. Gibson Ek has also introduced Authentic Assessments through evidence and portfolios to a panel of teachers, parents, advisors and mentors to include learning through internships, projects, and other activities. *School Organization* will continue to create positive learning spaces, systems, and routines to support student learning to increase student learning and engagement. *Advisory Structure* places students in a mixed-grade advisory of 16-20 students to support learning opportunities supervised by certificated teaching advisors who assess learning. Small School Culture provides support for the 149 students who were enrolled. Leadership has increased to include two part-time counselors and one advisor in addition to the principal, Learning Through Interest Coordinator, Dean of Students, and eight advisors. The school continues to encourage Parent/Family Engagement through various activities. School College Partnership and College Preparation includes sophomore attendance at the Great Careers Conference and College Fair at Bellevue College. Professional development for staff and faculty is directly related to competency-based learning through Design Thinking, Project-Based Learning, Restorative Justice, and other activities.

In terms of their second area of success, Gibson Ek has addressed meeting standards for increased student learning set forth in their waiver application through adjustments to support IEP students. The adjustments include mapping IEP goals to the competencies and targets, greater collaboration between parents, students, case manager, and advisors on student needs; support from a paraprofessional to support specially-designed instruction; ongoing support and math instruction for students with IEP math goals; adapted materials for students during crash labs and design labs; paraprofessional and IEP teacher support and instruction for IEP students in crash labs and design labs; weekly one-on-one meetings with students for support in organization, project ideas, follow through, and accountability; and rewriting of every IEP to students' needs.

Gibson Ek reports changes made in the standards to meet goals for student learning as implemented in 2017-18 and ongoing include: three Exhibition and Learning Cycles for student development and production of work between exhibitions; tracking of student evidence and competencies through use of the Learning Management System, *LIFT* to track and assess student work and progress through level up and graduation; a new schedule to provide support and scaffolding for student project design, development and completion; creation of a Senior Institute for a cohort of students at the upper level toward engagement in the Senior Project; Collection of Student Work to demonstrate range of work and rigor expected of students; Student and Staff Handbooks to support understanding of Big Picture Learning.

Data to support student success in the waiver program includes enrollment levels and Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics scores. Enrollment in the class of 2019 is 21 students; class of 2020 is 55 students; Class of 2021 is 50 students; and Class of 2022 is 59 students.

The adjusted four-year cohort graduation rate is not applicable; the first graduating class is anticipated for 2019. There is no post-graduate employment and post-secondary participation data as of yet.

CHALLENGES

Mid-way through the senior year students in the class of 2019 are in the process of applying to college, with at least one student already accepted. However, Gibson Ek High School faces issues finding accurate equivalencies for students to transfer out to other high schools or programs. Gibson Ek has provided a transfer letter to help other entities interpret competencies and equivalencies for credit. Also helpful may be competency reports from the Learning Management System.

Federal Way Public Schools/Federal Way Career Academy and Federal Way Open Doors

PROGRESS MADE BY THE FEDERAL WAY CAREER ACADEMY (FSWCA) AND FEDERAL WAY OPEN DOORS (FWOD)

Both schools report progress in meeting their standards for increased student learning as the result of introducing project-based student work based on individualized personal learning plans as suggested by the Big Picture Learning model. The projects are tied to attainment of competencies through real-world experiences, seminars, college offerings, and community expert-taught elective courses. Projects are showcased in exhibitions demonstrating their learning.

The district reports success has been assessed in terms of improvements in graduation rates, connectedness to college, attendance, and a decrease in discipline referrals at both FWCA and FWOD. Attendance rates correlate with introduction of Restorative Practices that ensure a safe learning environment as well as implementation of competency-based learning experiences that target students' passions and interests. Restorative Practices also account for decreases in the reduction in disciplinary actions over the past three school years; competency-based learning also has had a positive impact on student behavior. College connectedness is reflected in an overall increase in students' applications for FAFSA and community college admissions.

CHALLENGES TO PROGRESS

In response to lack of satisfactory progress among some students, the district strives to make improvements in their practices, including ongoing professional development planning to improve utilization of competencies and Individualized Learning Plans through meetings with the Big Picture Coach. Principal Carleen Schnitker of Union High Big Picture School has

collaborated with FWCA and FWOD to provide professional development in several areas as well. Monitoring of student achievement has become more intentional through use of online Canvas tools as well as student-advisor contact. The 90-day cycle for Learning Plan implementation helps ensure students are meeting their goals.

CHANGES IN STANDARDS FOR INCREASED STUDENT LEARNING

Federal Way School District has utilized Summit Public Schools and Washington Big Picture Learning competencies within eight domains embedded in the student's Individualized Learning Plan: Key Ideas and Details; Using Sources, Inquiry, Analysis and Synthesis; Composing and Writing; Quantitative Reasoning, and Products and Presentations. FSCA and FWOD continue to increase capacity in communication, demonstration, and evaluation of competencies. Canvas and Sales Force serve as technologies supporting assessment of student progress and case management of student supports.

STUDENT SUCCESS DATA

Evidence for improvement in student success include percentage of students meeting Smarter Balanced Assessments (SBA), four- and five-year cohort graduation rates, and post-graduate employment and post-secondary participation.

CHALLENGES TO STUDENT SUCCESS DATA

Translation of competency-based transcripts into traditional credits continues to be a challenge based on time required to create equivalencies and the undefined nature of the work. In response to this challenge, the district is identifying resources from other Big Picture schools to include competency-based programming matrices, standardized transcript forms, and narratives describing programming for each transcript.

Highline Big Picture School

The Highline District reports continued emphasis on refining the five competencies—quantitative reasoning, empirical reasoning, social reasoning, communication and personal qualities—to improve common understanding among staff and students in order to improve learning. In addition, formative assessment and timely, meaningful feedback toward skills-building in the competencies is a key goal. Assessment and feedback are provided through demonstration of skills via exhibitions; project based learning investigations evaluated by a co-created rubric; compilation of exhibition feedback by advisors with identification of progress; student application of content knowledge and skills through Work Based Learning; formative assessments in Student-Advisor conferences held on a regular basis to review Learning Plans and progress; and completion of all state-mandated standardized assessment and, additionally, to include the PSAT, SAT and NAEP. Additional metrics include improvements in graduation rate, post-high school planning, rate of securing of internships, and level-up success.

SUCCESSES

Highline School District approaches improvement to its Big Picture School program through multiple strategies. These include after-school tutorials and Big Picture Summer school for

students who need to complete level-up; one-on-one tutorial for language development; training for advisors in Lab Gear to address algebraic concepts; a focus on interests/internships; increased staffing for special education department staff to focus on connecting IEPs to Learning Plans; development of community counseling partnerships to address mental health issues or trauma; and restorative practices to decrease in discipline issues.

With regard to measures of success, the district reports steady enrollment in 7th through 12th grades; a relatively high four- and five-year graduation rate; and creation of additional professional development in math instruction.

The Highline School District notes it has been a leader in its implementation of the Big Picture model and serves to support other schools seeking to develop similar programs.

CHALLENGES

The district feels its challenges have not been substantial as the result of strong relationships with college and universities. The biggest challenge is related to the use of competency-based programming and the resulting non-traditional transcript. In response to this issue, the administration has met with college admission offices to review narrative transcripts and provide a better understanding of the program and its graduates. In addition, the principal has joined a Master Transcript Consortium (MTC) to collectively create a school transcript in line with competency-based education. Although one student has been accepted to the University of Washington so far, the problem remains that narrative transcripts are more difficult to translate to a traditional credits-based system. Another challenge comes from the NCAA which does not recognize students' meeting of credit requirements in a Big Picture high school thus preventing them from participating in NCAA sanctioned college sports. Students also may lose credit in transferring to a non-Big Picture school requiring repeat of content to meet state requirements.

Independent Learning Center, Methow Valley School District

The district's summary indicates that they are making significant progress in meeting standards for increased student learning.

ACCESS TO REAL-WORLD LEARNING

The district notes that the ILC has a focus on preparing students for a wide range of post-secondary college, career, and life opportunities. In support of this focus, they have increased the number of students engaged in internships and advanced coursework. They note two reasons for this positive shift: 1) the waiver allows students to show competency in learning goals through real-world learning experiences, and 2) a cultural shift is happening for post-high school planning. The districts notes that in order to foster a greater awareness of goal setting for the future, students are participating in more advanced coursework, rigorous internships, or Running Start. Individualized learning plans have allowed students to take greater ownership of their learning through project-based, interest-driven work. Exhibitions offer students a platform

to reflect on their work and share evidence of the relationship between the goals in their learning plans and the competencies that they seek to master.

STUDENT SUPPORT AND ADVOCACY

The district notes that although their goals for student learning have not changed much since the inception of the program in 2016, the supports for students have. The district has increased its staffing each year, resulting in improvements to connections to the community and the supports for IEPs. They added a full-time para-professional who has improved service to students with special needs. To improve shared efforts toward student success, time is allotted for collaboration among staff members for planning, support for students of concern, and other activities. “Observations” indicate multiple successes resulting from the competency-based program:

- Mentorship coordination to aid guidance in academic areas and life skills areas such as college planning, housing procurement, and testing preparation.
- Successful acceptance for a 2017 student into WSU’s ROAR program for students with intellectual and developmental disabilities.
- Positive experience for an ILC student and avid naturalist whose work with mentors resulted in work with the Method Valley Watershed.

DEFINING SUCCESS THROUGH COMMUNITY CONNECTIONS

The change in perspective from graduation to graduating with options has been accomplished as an effect of the waiver. Students have been successfully connected to community mentors with specific expertise to accomplish students’ personalized learning plans. The resulting mentorships have provided guidance for students in multiple ways, thus helping students anticipate and bridge post-high school plans.

ANECDOTES

With support of a mentor, a 2017 first-generation high school graduate is no longer homeless and is experiencing her third quarter at Wenatchee Valley College in pursuit of an A.S. in Business.

Mentorship and experiences in flying from a local professional pilot who taught within the ILC program provided a student access flying lessons through Glacier Aviation.

DATA SUMMARY: INDICATIONS OF PROGRAM SUCCESS

The data shows some fluctuation over the 2016-2018 period. In 2016, 70% of students obtained internships and 20% were enrolled in advanced coursework (including Algebra II, Financial Planning, Advanced Welding, and Running Start courses). In 2017, 55% of students had internships, 25% were enrolled in advanced coursework, and 35% had mentorships. By 2018, numbers had mostly improved: 70% of students had internships, 70% were also enrolled in advanced coursework, and 20% had mentorships.

SUCSESSES: REGIONAL PARTNERSHIPS

In 2017-18, the school became further invested in regional partnerships to include involvement with other Big Pictures schools and staff connections to other alternative high schools to increase exchange of ideas and programming options. As a result of multiple high school administrators, teachers, and staff visiting and interacting with ILC's personnel and students through observation and discussion around their Big Picture Learning model, Chelan, Quincy, and Tonasket districts have adopted the ILC model.

REQUESTED DATA

Enrollment in the ILC program has remained steady for three years and includes an increase in students qualifying for special education services.

CHALLENGES

The 2017-18 cohort graduation rate was 91.7%. While 11 students graduated in 2018, only three continued into post-secondary education and eight chose to enter the workforce directly out of high school. Of those who pursued post-secondary education, nearly all were First Generation college students. Student reports indicate difficulties in pursuing higher education. Challenges include status as First Generation students; geographic isolation from colleges and universities; and limited exposure to other communities beyond their familiar, supportive surroundings. In addition, the students' competency-based transcripts based on personalized learning plans and portfolios may not translate easily to other high schools or postsecondary institutions or state agencies that require progress checks, thus providing difficulty in assigning credits.

OBSERVATIONS

For the First Generation ILC graduate, navigating the college application and financial aid process may prove daunting. The need for continued mentorship and financial assistance is a challenge. Several community organizations who define success beyond four-year university degrees are providing support for students.

An additional issue arose in the case of a student in the foster care system whose report card was required for monthly progress checks. Creating a translation of the student's work into objective grades comparable to those in other high schools was time-consuming and relatively subjective.

NEXT STEPS

Moving forward, ILC will expand programming with community volunteer assistance to include local expertise in the areas of scientific thinking, quantitative reasoning skills, and a new "Crash Lab" experience.

The ILC has become a Big Picture Learning model school and will continue to host multiple activities to enhance programs in other districts.

ILC advisors will be working to re-write benchmarks and gateways to clarify criteria for grade-level movement and graduation. Expansion of regional and community partnerships will expand the network of support and expertise. Collaboration between the Big Picture Learning Network and OSPI will help define categorical funding for competency-based programs.

Anticipated expansion of student access to a counselor will improve support to students in meeting personal and educational goals.

Staff professional development will include Motivational Interviewing, Restorative Justice, and Peer Mediation in order to integrate restorative practices that positively impact students' behavior through safe and respectful ways.

Questions?

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us