Welcome to OSPI—Kim Reykdal

Kim Reykdal is the new Program Supervisor for Dual Credit and the College Ready Math Initiative at the Office of the Superintendent of Public Instruction. In this role, she will lead statewide efforts for policy, technical assistance, professional development and communication around Running Start, College in the High School and the OSPI iGrants for the College Ready Math Initiative. Kim was a high school counselor for 17 years, including three years as a career & college counselor. The Washington School Counselor Association recognized Kim as their 2015 Career Counselor of the Year. This year she was a Finalist for the 2016 ASCA National School Counselor of the Year. As a former school counselor, school board director for Tumwater SD, and co-chair of the WSCA Advocacy Committee, Kim has been a tireless advocate for students, school counselors and public education at the state, district and building levels. She brings a wealth of knowledge and hands-on experience to her new role at OSPI, and we’re excited to have her in the Secondary Education division!

Fall 2016 Counselor Workshops—Register Now!

The Fall Counselor Workshops provided by Washington Council for High School/College Relations (WCHSCR) and Washington State Counselor Association (WSCA) share updates for high school counselors. Counselors will hear current information from Washington four-year public universities, independent universities, and community and technical colleges. Plus, you’ll hear valuable updates from OSPI, SBCTC, and the Washington Student Achievement Council. Come network with fellow counselors, and have the opportunity to interact with colleagues working to assist students as they continue their education. Clock hours will be provided by WSCA. Registration: http://www.washingtoncouncil.org/

Sept. 12th—Western Washington University
Sept. 13th—Evergreen State College
Sept. 14th—University of Washington-Tacoma
Sept. 15th—Seattle Pacific University
Sept. 16th—Wenatchee Valley College
Sept. 19th—Eastern Washington University
Sept. 20th—Washington State University-Tri-Cities
Sept. 21st—Washington State University-Vancouver
Sept. 22nd—University of Washington-Bothell
Every Student Succeeds Act—ESSA

http://www.k12.wa.us/ESEA/ESSA/default.aspx

The Every Student Succeeds Act (ESSA) was signed by the White House on December 10, 2015. This measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students, and the No Child Left Behind (NCLB) Act from 2002. The ESSA Act also requires consultation with a number of state leadership members, district and school representatives, and professional organization representatives. States will have more authority over federal funds. Workgroups include Accountability, Early Childhood, Effective Educators, English Learners, Federal Programs, Fiscal, Learning & Teaching, Parent and Community Engagement, Report Card, School and District Improvement, Student Assessment System, and Students With Disabilities.

OSPI has held several forums around the state and is now seeking feedback from the public. http://www.surveygizmo.com/s3/2689742/ESSA-Feedback

WSCA President-Elect Dave Forrester from Olympia High School will serve as the representative from WSCA to give input as the process moves forward.

Counselor Access to News

OSPI Counselor Newsletter & Listserv
“News and More for School Counselors”
https://public.govdelivery.com/accounts/WAOSPI/subscriber/new

Counselor updates on OSPI Website Comprehensive Guidance & Counseling
http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx
- Academic, Career, Personal/Social
- Career Guidance WA—High School & Beyond Plan
- College & Career Readiness/Dual Credit
- GATE—Dropout Prevention/Responsive Services
- Student Support and Systems Support
- Connection with other agencies—WSAC, SBCTC, SBE, Workforce, and more
- Professional Development Opportunities

Upcoming Professional Development

OSPI Fall Regional Workshops for School Counselors—The OSPI Fall 2016 Regional Workshops for high school counselors will be held at 4 ESDs across the state. Topics will be geared toward dual credit leaders for academic acceleration and dual credit capacity building that will include dual credit program overviews, updates, co-deliverance, equivalencies, alignment, transcript coding, and evidence-based best practices for program replication. The workshops will also include updates on overall 24-credit implementation of High School & Beyond Plan, with career-and college-readiness resources and activities and collaboration related to dual credit program planning. These workshop are designed for high school counselors, dual credit program leaders, and principals with focus on balancing information and activity-based learning. All workshops are 9:00–4:00. Lunch will be served. Seven (7) Clock Hours are available. Register for a workshop in your region of the state at:
http://www.surveygizmo.com/s3/3010667/Fall-Regional-Counselor-Workshops

October 12—113 Olympia
October 13—101 Spokane
October 17—121 Renton
October 21—105 Yakima
GATE Monthly Webinars—OSPI Graduation–A Team Effort (GATE) is conducting a monthly webinar series on best practices in relation to the OSPI performance indicators, such as chronic absenteeism, behavior, 9th grade failure, post-graduation enrollment, and graduation. (http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx). These workshops scheduled from 10:00–11:00 AM will be valuable for K-12 school counselors, educators and community partners who wish to improve support systems, data use and instruction in an effort to increase student achievement. Recordings of past webinars can be found at http://www.k12.wa.us/GATE/Results.aspx. Email us at TeamEffort@k12.wa.us to learn more about the workshops and join our mailing list. Register at: https://attendee.gotowebinar.com/register/6153294055793021954

- September 14–Chronic Absenteeism
- October 12–Truancy and Attendance
- November 9–Grade 9 Course Failures
- December 14–Behavior PBIS
- January 11–Integrated Student Services
- February 8–Graduation Outliers
- March 8–Achievement
- April 12–Postsecondary Enrollment & Remediation
- May 10–Dual Credit

OSPI/WSAC Wednesday Webinars for School Counselors—During the 2016–17 school year, the Washington Student Achievement Council (WSAC) and OSPI will co-host monthly webinars for high school counselors. Over the course of the year, we hope to provide relevant and timely information related to career & college readiness and college affordability, including specific policy changes and useful tools and resources to help you support students. Webinars take place monthly, always on a Wednesday from 10:30–11:30 AM. Future webinar registration information will be posted on WSAC “Ready, Set, Grad” as it becomes available, as are the recordings and supporting materials from previous webinars. Registration information will also be sent on OSPI News & More for School Counselors. https://public.govdelivery.com/accounts/WAOSPI/subscriber/new

- October 19–Financial Aid Updates
- November 16–College Bound Scholarship Re-Pledge
- December 7–24-Credit Diploma/High School & Beyond Plan
- January 25–K-12 Postsecondary Options
- February 22–Dual Credit Updates
- March 22–Financial Aid 201
- April 26–Transition/Summer Melt
- May 24–GET/529 Plan

STATE AND NATIONAL SCHOOL COUNSELING
Events and Leadership

AWSP (Association of WA School Principals) www.awsp.org
Fall Summit October 22, 2016
Doubletree Hotel SeaTac

WA School Counselor Association (WSCA) Conference will be March 1-3, 2017.
SeaTac Double Tree Hotel
http://www.wa-schoolcounselor.org/
“The Power of One: Empowering Students One Counselor At A Time”
OSPI/WSCA Summer Institute for Technical Assistance
The June Counselor Summer Institute was created a few years ago as a technical assistance conference, not a repeat of the WSCA conference, to showcase updates for school counselors from state agency staff and to offer free resources. There are no vendors or presentations about specific programs at this Summer Institute. Based on feedback from last year’s Olympia and Spokane’s events, we are working on finding a venue and dates that will serve all counselors in eastern, central and western Washington. We have had a request from AWSP leadership to connect with school principals. As soon as we know the information about the Summer Institute will be posted at: http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Training.aspx.

Counselor Evaluation http://www.wa-schoolcounselor.org/content.asp?contentid=161 RCW 28A.405.100 established the minimum criteria for the evaluation of certificated employees. The current models primarily focus on teachers and principals (TPEP). With many school counselors evaluated on the old teacher observation model with varying levels of detail regarding school counselor (SC) professional standards and comprehensive counseling implementation, WSCA hopes to research, draft, vet, develop, pilot, and propose a SC specific evaluation tool to the legislature by January 2017. In the interim, the resources and references on the WSCA site may help you advocate for enhancements to your current evaluation tool and/or become familiar with evaluation resources.

National Consortium for School Counseling and Postsecondary Success http://www.ncscps.org/

Our Mission
To drive student outcomes that increase equitable and accessible pathways to postsecondary success for ALL young people, with an intentional focus on removing systemic barriers for underserved populations.

Our Vision
Through school counselor leadership and strategic partnerships, we envision an aligned system of standards, training, practice, research and policy that supports all young people, particularly those who have traditionally been underserved, to successfully access and complete a postsecondary educational opportunity.
Strengthening School Counseling
The initial convenings were set up to provide state teams with the opportunity to strategize with states across the nation; review best practice models and receive technical assistance to advance REACH HIGHER goals. Through school counselor leadership and collaborative partnerships, we hope to dramatically increase the number of traditionally underserved students prepared for entering, and succeeding in postsecondary education by focusing on ways to strengthen, align and expand the college-going pipeline locally and at the state and national levels. This work is equity-driven, evidence-based, collaborative, and outcomes-focused around school counseling.

Reach Higher is the First Lady's effort to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

Reach Higher WA [http://www.wcan.org/reach-higher](http://www.wcan.org/reach-higher)

On June 30th, almost 300 educational professionals, school counselors, partners, and advocates throughout Washington attended the state’s Reach Higher Convening. OPSI, Washington School Counselor Association, and WA College Access Network organized the day’s events that included motivation from Dr. Joyce Brown, as keynote speaker. Other speakers included Washington’s National School Counselor of the Year Finalist Kim Reykdal, and staff from the Washington Student Achievement Council and OSPI to highlight Washington's performance indicators for Reach Higher. Panel presentations from workforce and school district leaders with discussions completed the day.

**Washington’s Reach Higher Goals:**

**Commitment #1**–Exposing students to college and career opportunities by increasing the number of students in Washington state who participate in college and career readiness activities.

- **College Bound Scholarship**
  Continued funding of College Bound Scholarship-early college commitments from income-eligible students

- **Mapping College Bound support services**
  Coordinated collaborations with WSAC, OSPI, WCAN, and CSF to map all college readiness support services in the state

**Commitment #2**–Understanding financial aid eligibility that can make college affordability a reality by increasing Washington state FAFSA/WASFA completion rates.

- **FAFSA/WASFA support events**
  Continued roll-out of the 12th year campaign via a statewide group of representatives.

- **FAFSA Portal**
  Launched FAFSA Completion Portal to enable districts to track individual student level data on their FAFSA filing status

**Commitment #3**–Encouraging academic planning and summer learning opportunities by increasing early adoption of the High School and Beyond Plan in Washington state.

- **Early and consistent use of the High School and Beyond Plan**
Washington State continues to be proactive in increasing the allocations to districts for school counseling staff in secondary buildings to align with the work of changes in graduation requirements for a career and college ready diploma.

A multi-tiered system of support (MTSS) has been promoted as a way to effectively, efficiently and equitably respond to students not progressing towards graduation when identified through an early warning system.

The High School and Beyond Plan is a graduation requirement for all students in WA State. The WA State Board of Education has identified a high quality HSBP as starting by 8th grade, is revisited each year along with transcript review, and involves parents. Basic elements include identifying education goals, career goals through a career interest assessment, and four-year plan, lead to a meaningful postsecondary plan.

Commitment #4—Supporting high school counselors who can help more students access postsecondary education and training by expanding and enhancing their professional training on college and career readiness in Washington state.

Implementation of a College and Career Readiness Training Program
College and Career Readiness (CCR) training program for counselors and college access providers using SREB/Go Alliance training modules

Creation and execution of a Professional Development Needs Assessment Survey
Professional Development Needs Assessment Survey completed; CSF completed final report for CCR Advisory Committee

Educators reaffirmed their efforts already aligned with the First Lady’s national initiative, walking away with new ideas and support for school counseling.

New Resources from American School Counselor Association (ASCA)
http://www.schoolcounselor.org/

New ASCA National Model Implementation Guide
Get step-by-step tips and templates for developing your comprehensive school counseling program. Order the ASCA National Model Implementation Guide today. The “ASCA National Model Implementation Guide: Foundation, Management and Accountability” is a supplement to “The ASCA National Model: A Framework for School Counseling Programs” and is designed to provide further insight about how to implement a comprehensive school counseling program. This guide will help you apply your knowledge of the ASCA National Model in ways that can enhance the work you already do and perhaps add additional components in your program in order to have a fully implemented comprehensive school counseling program. Each section of this guide includes a description of a specific component of the ASCA National Model, suggestions on where to start with each component, do’s and don’ts, examples of what each component might look like, templates to assist with completion and tips for applying for the Recognized ASCA Model Program (RAMP).

Ethical Standards for School Counselors Revised
The ASCA Ethical Standards for School Counselors have been revised. These standards are the basis of ASCA’s ethical program. Review and download your copy.
http://schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf
2016-2017 School Counselor Awareness Calendar Dates

Download the Health and Education Awareness Dates for the upcoming school year. This is a great resource to show school-wide leadership for elementary, middle, and high school counselors. [http://schoolcounselor.org/asca/media/asca/home/2016-17AwarenessCalendar.pdf](http://schoolcounselor.org/asca/media/asca/home/2016-17AwarenessCalendar.pdf)

2017 ASCA Conference

Next year’s ASCA conference is in Denver, Colorado July 8-11, 2017.

Recognized ASCA Model Program (RAMP)

Are you interested in preparing your school’s RAMP application for the October submission, or are you thinking about starting the process during the 2016-2017 school year? Make sure to check out the [RAMP section of the ASCA website](http://schoolcounselor.org/school-counselors-members/professional-development/2016-webinar-series) for resources and the most up-to-date information.

ASCA Webinar Series—Various topics for Elementary, Middle, and High School Counselors


ASCA U Classes [http://schoolcounselor.org/school-counselors-members/professional-development/asca-u](http://schoolcounselor.org/school-counselors-members/professional-development/asca-u)

Whether you are new to the field or have years of experience, an ASCA Specialist designation from ASCA U can help you further master important school counseling-related subject areas. Current courses available through ASCA U include Legal & Ethical, Bullying Prevention, School Counseling Leadership, and College Admissions.

CURRENT EVENTS AND RECENT LEGISLATION

Equity Analytics

Evidence Based School Counseling–Academic Data Resources

Equity Analytics are created from the OPSI researched-based Performance Indicators that can be used in your evidence-based school counseling practices. **Evidence-based school counseling in your comprehensive program** means you are using data to make informed decisions in finding ways to help all students. Using Smart Goals to identify a particular group of students or working with MTSS—multi-tiered student supports are examples of best practices schools are using. OSPI has prepared interactive worksheets, charts and animations at state and district levels to support data-informed decision making. You can find this data on the OSPI Performance Indicator page under K-12 Data & Reports tab on the front page of OSPI’s website on the green tab. [http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx](http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx)
14 Performance Indicators

Data analytics for:
- Attendance–chronic absenteeism
- Discipline
- Graduation Rates
- Postsecondary enrollment and remediation

Data coming soon for:
- 9th Grade Course Failures
- High School Credit in Algebra 1
- Dual credit
- SAT/ACT Scores
- Financial Aid
- Kindergarten preparedness
- Student Growth Percentiles for 4th and 6th ELA/Math
- ELA/Math/Science Assessment 3rd, 8th and 11th grades
- Statewide Assessment
- Postsecondary Persistence

Career and College Resources

Career Guidance WA Updates Coming in October

New Career Guidance WA lessons and revamping of current lessons will be available in late October on the OSPI Guidance and Counseling web page. [http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx](http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx) Examples of additional lessons and resources will include more information about dual credit opportunities, rigorous course taking patterns for academic acceleration, the meaning of a college-ready transcript, financial aid changes, and postsecondary planning and application process. The WA Student Achievement Council has family newsletter templates on their GEAR UP site that compliment Career Guidance WA curriculum for students and families at [http://www.gearup.wa.gov/file/transition-college-12th-grade](http://www.gearup.wa.gov/file/transition-college-12th-grade).

College Board’s Counselor Connection
[https://professionals.collegeboard.org/guidance/counseling/counselor-resources](https://professionals.collegeboard.org/guidance/counseling/counselor-resources)
K-12 College and Career Readiness Guides
Elementary, Middle and High School Guides

SBCTC’s Checkoutcollege.com [http://www.sbctc.edu/](http://www.sbctc.edu/)

College Board’s Big Future [https://bigfuture.collegeboard.org](https://bigfuture.collegeboard.org/)

The College Navigator helps students learn more about institutions they are interested in. Information includes types of degrees and programs offered, admission requirements, campus safety statistics, accreditation information, retention and graduation rates, and more.

The College Scorecard is designed to provide the clearest, most accessible and most reliable national data on college cost, graduation, debt, and post-college earnings. For background information on the College Scorecard see this recent press release [https://www.whitehouse.gov/the-press-office/2015/09/12/fact-sheet-empowering-students-choose-college-right-](https://www.whitehouse.gov/the-press-office/2015/09/12/fact-sheet-empowering-students-choose-college-right-)

600 Washington St. SE * P.O. Box 47200 * Olympia, WA 98504-7200 * 360.725.0415
Financial Aid Opportunities and Budgeting Tools—Students can visit the FSA website to learn about preparation for college, available aid, eligibility, applications, and loan management. Net Price Calculators allow prospective students to enter personal information to determine what they are likely to pay to attend, after taking grants and scholarship aid into consideration. The Financial Aid Shopping Sheet is a document students may fill out to break down costs associated with college completion. Line items include the estimated cost of attendance, total grants and scholarships, loan options, federal work-study, and more. http://collegecost.ed.gov/shopping_sheet.pdf.

Go Alliance CCR Training for school counselors http://www.wcan.org/home Go Alliance College & Career Readiness Initiative for Professional Development through WCAN/CSF targeting school counselors, career and college counselors, career specialist, GEAR UP mentors, CSF advisors, graduation coaches, and others who advise students about postsecondary options. College credit and up to 50 clock hours per module are offered.

Four (4) Training Modules:
- Building a College Going Culture for All Students
- College, Career, and Academic Planning
- Financial Aid and College Applications
- College and Career Advising in the Middle Grades

Social Emotional (SEL)

SEL issues for our students continue to be at the top of our list. Hopefully your school district is aware of the time it takes to help students find the resources needed for student in crisis. Many school districts are hiring school social workers to assist with the many needs in our schools. Here are some resources that may help:

**Youth Mental Health First Aid**—Project AWARE offers NO COST Youth Mental Health First Aid (YMHFA). YMHFA is best for parents and other community folks who raise or work with youth. Youth Mental Health First Aid is 8 hours of training, that helps adults respond to mental health crisis that teens might experience.

**Mental Health & High School Curriculum Guide**—The Mental Health & High School Curriculum Guide was developed in collaboration between Dr. Stan Kutcher, Sun Life Financial Chair in Adolescent Mental Health and the Canadian Mental Health Association national office.

The Curriculum Guide helps health teachers align with the new Health Learning Standards and Outcomes. It has been revised and updated for Washington State. The Guide has been field-tested with grades 9–12. It was created in collaboration with teachers, school counselors, mental health professionals, students, parents, and curriculum development experts.

- Module 1: Reducing stigma
- Module 2: Understanding mental health and mental illness
- Module 3: Information on specific mental illness—eating disorders, anxiety, depression, ADHD, obsessive compulsive disorder, bipolar disorder, schizophrenia, and PTSD
- Module 4: Experience of mental illness
- Module 5: Seeking help and finding support
- Module 6: Importance of positive mental health

**Social Emotional Learning Standards Benchmark Recommendations**—In the 2014, ESSB 6052 Sec 201 (34) directed OSPI to convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and
skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning. The SEL Standards Benchmark recommendations are due to legislature by October 1, 2016. Elementary School Counselor Nita Hill and Program Supervisor Ron Hertel from OSPI Student Support Section were two representatives on the statewide workgroup. This workgroup is working on a draft of these standards and benchmarks, with one online module.

2016 Legislation Related and Associated with the Work of School Counselors

2016 OSPI/WSCA Summer Institute for Technical Assistance Presentations Posted
This one-day conference was held June 29 in Olympia. PowerPoint presentations from this conference are posted at: [http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Training.aspx](http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Training.aspx) The presentations include 2016 updated information for truancy, school safety, Section 504, mental health, highly capable, incarcerated students, 24-credit requirements, dual credit, Bridge to College course, assessment, CTE programs, financial aid, and data analytics.

4SHB 1541, Educational Opportunity Gap—Brief Description: Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee (EOGOAC).
This is a comprehensive bill with many components associated with improving outcomes and support to all students. Specific requirements in the bill include will result from updated rules that OSPI will establish in fall 2016.
4SHB 1541, Educational Opportunity Gap Provisions:
- Report on outcomes of youth in juvenile justice system
- Development of cultural competency training plan for school boards and superintendents
- Cultural competency training for all school staff
- Collection of student data disaggregated by sub-racial and sub-ethnic categories
- Posting and disaggregation of racial and ethnic data related to teachers and their average length of service
- Establishment of the Washington Integrated Student Supports Protocol (WISSP) to promote the success of students by coordinating academic and non-academic supports
- Re-establishment of the Center for Improvement of Student Learning (CISL) at OSPI

Integrated Student Supports (ISS) and Family Engagement—“Integrated Student Supports” is an educational reform that is being implemented across the country. The ISS model is a school-based approach that promotes the academic success of at-risk students by coordinating academic and nonacademic supports to reduce barriers to success. These academic and nonacademic resources include tutoring and mentoring; physical and mental health care; and connecting families to parent education, family counseling, food banks, and employment assistance. Studies suggest that providing ISS can impact students’ academic achievement and behavior. Subject to funding, the Washington ISS Protocol (WISSP) is established at the CISL within OSPI. The purposes of the WISSP include:

- supporting a school-based approach to promoting the success of all students by coordinating academic and nonacademic supports to reduce barriers to academic achievement and educational attainment;
- fulfilling a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded; encouraging the creation, expansion, and quality improvement of community-based
supports that can be integrated into the academic environment of schools and school districts;

- increasing public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and

- supporting statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.

A framework is provided for the WISSP, including needs assessments, integration and coordination, community partnerships, and a requirement that the WISSP be data driven. The framework must facilitate the ability of any academic or nonacademic provider to support the needs of at-risk students, including out-of-school providers, social workers, mental health counselors, physicians, dentists, speech therapists, and audiologists. OSPI created a work group to determine how to best implement the framework and report to the legislature by October 1, 2016 and 2017.

**Significant Student Discipline Changes** for 2016–17 (See OSPI Bulletin 024-16)

Rules for student discipline (392-400) and student enrollment reporting for state funding (WAC 392-121-108)

**Opportunity to receive educational services**—School districts may not suspend the provision of educational services to a student as a disciplinary action, whether discretionary or nondiscretionary. Students may be excluded from classrooms or instructional or activity areas for the period of suspension or expulsion, but districts must provide students with an opportunity to receive educational services during that time. If educational services provided in an alternate setting, the alternate setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.

**Limits:** School districts may not use long-term suspension or expulsion as a form of discretionary discipline. "Discretionary discipline" means a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to:

- a violation of the prohibition against firearms on school premises, transportation or facilities;
- certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
- two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
- behavior that adversely impacts the health or safety of other students or educational staff.

Except for violation of the prohibition against firearms on school premises, districts should consider alternative actions before using long-term suspension or expulsion for any of the violations listed above. Possession of a telecommunication device and violation of dress and grooming codes are removed from the list of discretionary violations that, if performed two or more times within a three-year period, may result in long-term suspension or expulsion. Where disciplinary action involves a suspension or expulsion for more than 10 days, the end date must be no more than the length of an academic term, as defined by the school district, rather than one year, from the time of the disciplinary action.
Reengagement: After a student is suspended or expelled, the district must, rather than should, convene a reengagement meeting with the student and family. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.

Discipline Policies and Procedures: The Washington State School Directors’ Association (WSSDA) must create and publicly post model school district discipline policies and procedures by December 1, 2016, and update the policies as necessary. The districts must adopt and enforce discipline policies and procedures consistent with the WSSDA model policy by the beginning of the 2017–18 school year and annually disseminate these policies to the community. Districts must use disaggregated student-level data to monitor the impact of the school district's discipline policies and procedures. Districts must, in consultation with school district staff, students, families, and the community, periodically review and update their discipline rules, policies, and procedures. OSPI must develop a training program to support the implementation of discipline policies and procedures, as specified. Districts are strongly encouraged to train school and district staff on the discipline policies and procedures.

2SHB 2449, Truancy Reform—Brief Description: providing court-based and school-based intervention and prevention efforts to promote attendance and reduce truancy. This bill addresses several aspects of improving school attendance and support to address chronic truancy. Of specific relevance to school districts are the bill’s requirements for school districts to enter into Memoranda of Understanding with county juvenile courts to establish Community Truancy Boards (CTBs) (there is an exception in the bill for districts under 200 FTE); and a grant program to be offered by OSPI to support CTB training and dissemination of best practices, including the use of the Washington Assessment of Risks and Needs of Students (WARNS). The WARNS is temporarily not available, but we anticipate funding for training and implementation of the tool for high school age students.

Implementation of 2SHB 2449, Truancy Reform:

- Funding to OSPI to implement a grant program to provide training to community truancy boards; dissemination of truancy board best practices
- Funding to Department of Commerce for ten crisis residential center beds
- Funding to Washington State Institute of Public Policy (WSIPP, via The Evergreen State College) to evaluate the effectiveness of the act in achieving its expected outcomes
- Requirement that all parents sign for attendance information (template available on OSPI website in ten most common languages spoken in Washington)
- Requirement for conferences in elementary school at five excused absences in a month, or ten excused absences in a year
- Requirement that schools forward all attendance information and interventions to the new school when a student moves


You can also sign up for Gov Delivery alerts about attendance and truancy here https://public.govdelivery.com/accounts/WAOSPI/subscriber/new?topic_id=WAOSPI_343

HB 1682, Homeless Student Stability—Brief Description: Improving educational outcomes for homeless students through increased in-school guidance supports, housing stability, and identification services. This bill provides grant funding and specific provisions related to identification of and support for homeless students as identified by the McKinney Vento program (such as linking homeless students and their families with stable housing within their
school district). In addition, the bill allows for school nurses, counselors, and homeless liaisons to provide authorization for non-emergency health care needs to homeless youth.

Implementation of 3SHB 1682, Homeless Student Stability:

- Funding provided to implement a competitive grant program to evaluate and award grants to school districts to increase identification of homeless students and the capacity of the districts to provide support, which may include education liaisons, for homeless students.
- Allows for school counselors, homeless liaisons, and school nurses to provide consent for non-emergency health care for students identified as homeless under the McKinney Vento Act.

Reauthorized Federal McKinney-Vento Act: Education of Homeless Children and Youth—The McKinney-Vento Act, reauthorized in December 2015 with ESSA, is to be fully implemented in all school districts on October 1, 2016. Districts must be aware of the changes in the law including requirements related to “school of origin” transportation, services for preschool students, “feeder schools,” duties of the district liaison, staff training requirements, changes to “awaiting” foster care, and more. Resources can be found on the following websites.

National Association for the Education of Homeless Children and Youth: www.naehcy.org and National Center for Homeless Education: www.serve.org/nche

Homeless Students and Financial Aid

http://ifap.ed.gov/announcements/061016AvailoftheFSAHomelessYouthFactSheetonStudentaidgov.html—U. S. Department of Education’s Office and Federal Student Aid (FSA) released a new fact sheet entitled “Federal Student Aid and Homeless Youth.” The fact sheet provides important information about federal financial aid for college and other supports available to unaccompanied homeless youth. While the information included in the fact sheet is helpful for practitioners, the fact sheet is intended to be a youth-friendly document that informs students themselves about their options and supports available to them.

Topics covered include:

- Can I receive federal student aid if I am homeless or at risk of becoming homeless?
- Do I need to provide my parents’ income information on the FAFSA?
- Do I need to provide a home address on the FAFSA?
- Will I be required to submit documentation to prove that I am “unaccompanied” and homeless or at risk of becoming homeless?
- What happens if I can’t obtain a homeless youth determination from any of the individuals listed in Question 4?
- Where can I find additional resources for homeless youth?


ESB 6620, School Safety—Brief Description: Concerning cost-effective methods for maintaining and increasing school safety.

- Annual school safety summit
- OSPI to develop an online social and emotional training module for educators
- Support for Educational Service Districts to implement a regional school safety and security program

This bill requires the state institute for public policy to complete an evaluation of how this state and other states have addressed the funding of school safety and security programs and submit a report to the appropriate legislative committees, the Governor, and the Office of the Superintendent of Public Instruction. It also requires OSPI and the school safety advisory
committee to hold annual school safety summits that focus on establishing and monitoring the progress of a statewide plan for funding cost-effective methods for school safety that meet local needs. Requires school district staff to receive proper training in developing students' social and emotional skills. ESDs may create regional safety training programs. OSPI must create and maintain an online social and emotional training.

**4SHB 1999, Foster Youth Outcomes**—Brief Description: Coordinating services and programs for foster youth in order to improve educational outcomes
- Funding provided via DSHS to OSPI to coordinate services to support educational outcomes for dependent children and youth
- Includes funding for foster care demonstration sites

**SHB 1408, Family Engagement Coordinator**—Brief Description: Concerning the development of a definition and model for "family engagement coordinator" and other terms used interchangeably with it. This bill states that by December 1, 2016, the OEO must collaborate with the EOGOAC to recommend to the legislature:
- a definition for the term that is variously referred to as "family engagement coordinator," "parent and family engagement coordinator," and "parent involvement coordinator;" and
- a model or framework for such a staff position.

In developing the model or framework for the staff position, the OEO and the EOGOAC must collaborate with: the OSPI, the Washington Education Association, the Public School Employees of Washington, the Washington School Counselors Association, the Association of Washington School Principals, and the Washington State School. A variety of initiatives across the state and across the country focus on encouraging parents, guardians, and families to understand and demonstrate the importance of education, to participate in their student's learning process, and to become involved in school activities. Beginning in September 2018, the prototypical school model will include funding for one "parent involvement coordinator" per prototypical elementary, middle, and high school. A graduation coach is a staff person who works with the school counselors to identify and provide intervention services to students who have dropped out or are at risk of dropping out of school or of not graduating on time. A report published by the Office of the Superintendent of Public Instruction (OSPI) in 2013 describes a model policy that defines the skill sets and responsibilities of graduation coaches.

**Section 504 and Students with Disabilities**—[http://k12.wa.us/Equity/Section504.aspx](http://k12.wa.us/Equity/Section504.aspx)

**Three New Federal Guidance Letters Regarding Students with Disabilities**

**Section 504 & ADHD**—On July 27, 2016, the U.S. Department of Education Office for Civil Rights (OCR) issued a Dear Colleague Letter and Resource Guide (and accompanying Know Your Rights) clarifying the obligation of schools to provide students with attention-deficit/hyperactivity disorder (ADHD) with equal educational opportunity under Section 504. This document is a must-read for Section 504 coordinators, school counselors, and other building staff who commonly serve on 504 teams. [http://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201607-504.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201607-504.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

**GRADUATION UPDATES**

**OSPI Graduation Toolkit** has been updated and is posted at [http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)
The Class of 2019 24-credit diploma career- and college-ready diploma (WAC [180-51-068]) has new resources:

- AWSP video and resources [http://www.awsp.org/Resources/24-credits/1.aspx](http://www.awsp.org/Resources/24-credits/1.aspx)
- State Board of Education [http://www.sbe.wa.gov/graduation.php#.V8IWowUsq0c](http://www.sbe.wa.gov/graduation.php#.V8IWowUsq0c)
- High School & Beyond Plan
  - Personalized Pathway Requirement
  - Electronic HSBP

**Competency Based Credit**


Competency based credit opportunities include alternative learning experiences (ALE), work-based learning, equivalency course of study, competency-based credit through an assessment, online learning, National Guard high school programs, and more. There are two major ways that this credit may be offered:

“Competency-based credit”(CBC) is when a district awards credit for knowledge and skills a student demonstrates on a standardized test or other district-recognized assessment. The subject area for which the student receives credit is defined by state-adopted learning standards and the test must be aligned to these standards.

“Equivalency course of study” is the earning of high school credit, as permitted by WAC 392-410-300, for planned learning experiences conducted outside of a school or by educators who are not employed by a district.

**Flexibility to Implement the 24-Credit Diploma**

The State Board of Education, AWSP and OSPI have identified ways many schools and school districts are helping students implement their plans to graduation on time with their 24-credit requirements met.

**For Students**

- Personalized Pathway/Electives
- 2-credit Waiver (WSSDA Policy)
- CTE Course Equivalencies
- 2-for-one
- Credit Retrieval/PASS for Migrant
- Summer School, 0-Hr, After School
- Credit for HSBP/Advisory
- HS Credit taught in Middle School
- Counseling to keep students “on track” each year
- School Registration process
- Dual Credit–RS

**For School Districts**

- Waiver to Delay Implementation
- Flexibility in Definition of Credit
- Time Removal
- Competency-Based Crediting
- Ability to change time and structure of school day
- Choice in class offerings

**Personalized Pathway Requirement**

- Based on High School & Beyond Plan
- Definition from WAC [180-51-068](http://sbe.wa.gov/documents/BoardMeetings/2016/July/ExhibitF_Competency-BasedCreditingHandbook.pdf)
Counselor News Page 16

- Locally determines coursework identified in student’s HSBP that is need for postsecondary career or educational goals chosen by student
- Courses chosen by student that are included in a student’s personalized pathway and prepare students to meet specific postsecondary or educational goals
  - Created in collaboration between student, parent/guardian, and school staff–parent signature.
  - Locally determines high school courses necessary to prepare students
  - Students specify 3 credits in their HSBP that meet graduation requirements and postsecondary plans (Additional Art, 2 World Language)
  - [http://www.sbe.wa.gov/graduation.php#.V8WpxuRTFaQ](http://www.sbe.wa.gov/graduation.php#.V8WpxuRTFaQ)

The PPR is individual to each student. The Personalized Pathway is about:
- Individual choices
- Creating access
- Explore pathways and careers
- Encourage dual credit and rigor
- Strive for college-ready diploma–2-year colleges and 4-year colleges, along with certificate programs and technical programs

The Personalized Pathway Requirement should not be confused with career pathways or the 16 career clusters, but students need to use these pathways to make their educational plans to graduate and their postsecondary plans after for high school.

**CTE Course Equivalencies– New Updates**

Under E2SSB 6552, Graduation requirements for Class of 2019 and beyond, new course equivalencies for Career and Technical Education (CTE) and core courses have been established. The updated list can be found at: [http://www.k12.wa.us/CareerTechEd/default.aspx](http://www.k12.wa.us/CareerTechEd/default.aspx)

Equivalency career and technical education (CTE) courses meeting the requirement set forth in RCW 28A.230.097 can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of this section (WAC 180-51-068), if the courses are recorded on the student’s transcript using the equivalent academic high school department designation and course title.

WAC **180-51-068**

(13) Equivalent career and technical education (CTE) courses meeting the requirements set forth in RCW **28A.230.097** can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of this section, if the courses are recorded on the student’s transcript using the equivalent academic high school department designation and course title.
### Mathematics Equivalencies

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>CTE Course/Framework</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>149991 (PDF)</td>
<td>Engineering Design 1</td>
<td></td>
</tr>
<tr>
<td>190401 (PDF)</td>
<td>Consumer and Family Resources</td>
<td></td>
</tr>
<tr>
<td>270301 (PDF)</td>
<td>Applied Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>270305 (PDF)</td>
<td>Financial Math</td>
<td></td>
</tr>
<tr>
<td>100304 (PDF)</td>
<td>Animation Technology Video Graphics</td>
<td></td>
</tr>
<tr>
<td>110803 (PDF)</td>
<td>Video Game Design/Digital Computer Animation</td>
<td>Geometry</td>
</tr>
<tr>
<td>460201 (PDF)</td>
<td>Residential Carpentry</td>
<td></td>
</tr>
<tr>
<td>270301 (PDF)</td>
<td>Applied Algebra 2</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>110201 (PDF)</td>
<td>Computer Programming</td>
<td>1 credit beyond Geometry</td>
</tr>
<tr>
<td>150613 (PDF)</td>
<td>CORE Plus</td>
<td>3rd Year Math</td>
</tr>
<tr>
<td>279998 (PDF)</td>
<td>Business Statistics</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

### Science Equivalencies

<table>
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<th>CIP Code</th>
<th>CTE Course/Framework</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>010001 (PDF)</td>
<td>Animal Science</td>
<td>Biology or Lab Science</td>
</tr>
<tr>
<td>011001 (PDF)</td>
<td>Plant Science</td>
<td></td>
</tr>
<tr>
<td>030101 (PDF)</td>
<td>Natural Resources</td>
<td></td>
</tr>
<tr>
<td>030201 (PDF)</td>
<td>Natural Resources Management &amp; Policy</td>
<td></td>
</tr>
<tr>
<td>010000 (PDF)</td>
<td>Introduction to Agriculture, Food, and Natural Resources</td>
<td></td>
</tr>
<tr>
<td>011001 (PDF)</td>
<td>Food Science and Safety</td>
<td></td>
</tr>
<tr>
<td>030104 (PDF)</td>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td>120503 (PDF)</td>
<td>Culinary Arts and Food Science</td>
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</tr>
<tr>
<td>120505 (PDF)</td>
<td>Food Production and Services</td>
<td></td>
</tr>
<tr>
<td>190504 (PDF)</td>
<td>Food Science, Dietetics, and Nutrition</td>
<td></td>
</tr>
<tr>
<td>260102 (PDF)</td>
<td>Biomedical Sciences</td>
<td></td>
</tr>
<tr>
<td>260103 (PDF)</td>
<td>Biomedical-Body Systems</td>
<td></td>
</tr>
<tr>
<td>510806 (PDF)</td>
<td>Veterinarian Assistant</td>
<td></td>
</tr>
<tr>
<td>511614 (PDF)</td>
<td>Nursing Assistant</td>
<td></td>
</tr>
<tr>
<td>400891 (PDF)</td>
<td>Principles of Technology Applied</td>
<td>Physics or Lab Science</td>
</tr>
<tr>
<td>110201 (PDF)</td>
<td>Computer Programming</td>
<td></td>
</tr>
<tr>
<td>150613 (PDF)</td>
<td>CORE Plus</td>
<td>Science</td>
</tr>
<tr>
<td>010308 (PDF)</td>
<td>Agroecology and Sustainability</td>
<td></td>
</tr>
<tr>
<td>030104 (PDF)</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>261201 (PDF)</td>
<td>Agricultural Biotechnology</td>
<td></td>
</tr>
</tbody>
</table>
2 for 1 Credits

Two-For-One has remained the same.

- The “two-for-one” policy is a rule change (WAC 180-51-067) in effect for students in the graduating class of 2016 and beyond. Students who take CTE-equivalent courses may satisfy two graduation requirements while earning one credit for a single course; hence, “two-for-one”. The purpose of this policy is to create flexibility for students to choose more elective courses or to address other graduation requirements.
- A CTE-equivalent course consists of two courses: one CTE, one academic. One of those courses is placed on the student’s transcript for credit. Students generally choose which course they want placed on the transcript, and this choice is driven by their High School and Beyond Plan. This practice will remain the same.
- The new policy will permit the second course to be “checked off” as a “met requirement” by local counseling staff. Which course is put on the transcript and which one is locally “checked off” will continue to be determined by the student, based on their post high school goals.
- The total number of credits the student needs to graduate will not change.
- Districts will continue to use a locally-developed process to enable the record-keeping needed to assure that all requirements have been met. Currently, the standardized transcript does not track the types of credits applied to courses.

High School & Beyond Plan Best Practices

Elements:

Personalized Pathway Requirement based on these elements

- Identify education goals
- Identify career goals with an interest assessment
- Four-year plan aligns with student’s career and educational goals
- Identify assessments needed for high school and postsecondary
Each student’s plan
• Starts by 8th grade
• Uses career interest inventory
• Revisited each year
• Review student progress/transcript
• Involves parents

Resources for High School & Beyond Plan (HSBP)
• Career Guidance WA
  http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx

Career guidance is a part of a comprehensive school guidance and counseling program that helps students make good choices in their Personalized Pathway in the areas of academic planning, course selection, goal setting, career planning, and postsecondary options, including financial aid. A new revamped Career Guidance WA with new lessons will be on the OSPI site in late October. We have many more lessons—about 30 for each grade level, 6th–12th. The High School & Beyond Plan templates remain popular with many schools, especially with the 24-credit requirements and the Personalized Pathway Requirement.

• State Board of Education–HSBP
  http://www.sbe.wa.gov/HSBeyondPlan.php#.V8Iki2Usq0c

The State Board of Education has devoted an entire section to the High School & Beyond Plan with best practices and a video from Issaquah High School about their school’s plan.

• Electronic Tool–District Access through ESD’s
  http://www.wsipc.org/service/products/data-technologies

Career Guidance WA is free from the state. The High School & Beyond Plan matches the WSIPC Electronic Tool that is already in your student information system for your use Skyward, and it is free! If your district uses another system, this new plan can connect as well, but a small connection fee. The planner is easy to use and can go from school to school when students transfer. It is an interactive planning tool that delivers a four-year course plan based on graduation requirements and post-secondary goals. The four-year plan is pre-populated, because it is connected to your school district’s courses. Your school district student information director can get the connection easily started by contacting the ESD in your region.

More about the Electronic Tool for High School & Beyond Plan

With more emphasis on a high quality High School and Beyond Plan, Career Guidance WA has templates specifically designed for schools to use. As you probably know Career Guidance WA consists of 20 college and career readiness lessons at each level for grades 6–12 for schools to use in an advisory program or in classroom presentations. The newly developed electronic tool by WSIPC, that is available to all high schools free of charge, is based on the Career Guidance WA template for the HSBP.

Highlights about the High School & Beyond Planner electronic tool include:

- Free to all school districts in Washington State (Districts who are not connected to Skyward would pay a nominal fee for connection.)
- HSBP can follow student if they transfer schools or districts
- Only one log-in required
- School counselors can look at student’s schedule, grad requirements, transcript, registration for classes, and HSBP in Skyward system
- Plan connected to each school’s offerings listed in their course mater in Skyward (or other SIS)
Plan is pre-populated from Skyward (or other SIS) data
Information is dynamic, based on the student’s graduation year
Parents can review plan for the Class of 2019 Personalized Pathway Requirement check off
Tool follows the state’s Career Guidance WA template
Simple and easy to use for students, parents, advisory teachers, and counselors.
Ability to upload HSBP documents (coming soon)
Many updates on this new tool coming soon, based on feedback from school counselors who attended the OSPI Fall Regional Workshops

School district student information directors, principals, superintendents, or other educators interested in access to the new HSBP electronic tool or receiving a demonstration should contact their ESD regional contact below for information:

ESD101 Spokane and ESD 123 Pasco NE Washington Information Service Center
Tim Coliver or Mary Hager
myschooldata@esd101.net
509-456-2718
800-531-4277

ESD105 Yakima or ESD 123 S Central Region Information Service Center
Lindsay Grams
lindsay.grams@esd105.org
Direct: (509) 454-3111

ESD112 Vancouver SW Washington Regional Service Center
Sue Harris
sue.harris@esd112.org
(360) 750-7502

ESD113 Olympia Capital Region Information Service Center
Michael Blessing, mblessing@esd113.org
Kris Truax, ktruax@esd113.org
(360) 464-6760

ESD 114 Bremerton Western Regional Information Service Center
Christie Griswold, cgriswold@oesd114.org
Andrew Wentworth,
awentworth@oesd114.org
(360) 782-5096

ESD 117 Wenatchee North Central Information Service Center Student Coordinators,
myschooldata@ncesd.org
(509) 665-2659

ESD189 Anacortes and ESD 121 Renton Serviced by NW Regional Data Center
Student Coordinators or Joanne Johnson
nwrdcstu@nwrdc.net
(425) 349-6570

Go to the WSIPC link to find out more information about My School Data and HSBP:
You can find additional information about the High School & Beyond Plan at:
1-OSPI Career Guidance WA
[http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx]
2-OSPI Graduation Requirements
Bridge to College Course Updates

The Bridge to College courses for English Language Arts (ELA) and Mathematics are fourth-year (senior-level) courses designed for students scoring a Level 2 on the Smarter Balanced high school assessment (11th grade or 10th grade). Students who earn a “B” or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges. [http://bridgetocollegecourses.org/](http://bridgetocollegecourses.org/).

**English**

[http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx](http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx)

The Bridge to College course in English Language Arts addresses key learning standards from Washington State’s new K-12 learning standards (CCSS) as well as essential college-and-career readiness standards agreed upon by both higher education faculty and K-12 educators. The course will also develop students’ essential habits of mind necessary to be successful in college. Students completing this course should have the skills necessary to engage in college-level work in English.

Students enrolling in this course should:

- have successfully completed a junior core course in English
- have identified an interest in postsecondary education in their High School & Beyond Plan
- seek to strengthen their literacy skills to successfully engage in college-level coursework but have enough skills that it is feasible to become college-ready in one year of instruction
- be on track to graduate on time

In addition, students who have scored in the Level 2 range on the Smarter Balanced 11th grade assessment and who get a B grade in this course will qualify for automatic placement into college Composition course in participating Washington higher education institutions (currently including all 34 community and technical colleges and Eastern Washington University).

See the table on the next two pages for specific descriptors of skills and abilities to further assist you when making enrollment decisions. These descriptions are from the Smarter Balanced Assessment Consortium “threshold” Achievement Level Descriptors—see [http://www.smarterbalanced.org/achievement-levels/](http://www.smarterbalanced.org/achievement-levels/) for details.

**Important Notes:**

1. Currently the course does not qualify as a Collection of Evidence Course.

2. **The Bridge to College English course was not approved on a statewide basis as a core course for the purposes of the NCAA.** Each school offering the course will need to follow the standard NCAA process to request approval. See [https://web3.ncaa.org/hsportal/exec/homeAction](https://web3.ncaa.org/hsportal/exec/homeAction) for more details or contact your school or district administrator responsible for core course submissions. Guidelines for schools submitting the course to the NCAA, along with some successful examples, will be available on the OSPI web page for the Bridge to College courses: [http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx](http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx)
3. **Community and Technical College Agreements:** Beginning in fall 2016, seniors who completed the Bridge course with a B grade or better and scored at Level 2 on the Smarter Balanced 11th grade assessment, will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level English course (English Composition or its equivalent) with no remediation or additional placement testing required.

4. **Baccalaureate Requirements:** To meet the minimum admissions requirements for state baccalaureate institutions, students need to pass four (4) credits of English, determined by the Washington Student Achievement Council (College Academic Distribution Requirements (CADR), 2014. This course qualifies to meet these admission requirements.

**Math**


**Recommended Priority for Student Enrollment**
The *Bridge to College Mathematics* Course is a math course designed for seniors who scored at Level 2 on the Smarter Balanced high school assessment and for:

- Seniors who have taken Algebra 2 and would benefit from additional math intervention.
- Seniors who are recommended by high school instructors based on other factors such as readiness and their High School and Beyond Plan. Seniors who are recommended by high school instructors based on other factors such as readiness and their High School and Beyond Plan.

**Important Notes:**
1. The Bridge to College Mathematics course can qualify as a 3rd credit of math if the student has already attempted Algebra 2 or is credit-deficient.
2. Currently, the Bridge to College Mathematics Course does not qualify for NCAA or for a COE course.
3. **Baccalaureate Requirements:** To meet the minimum admissions requirements for state baccalaureate institutions, students need to pass Algebra 2 for their 3rd credit of math. The Bridge to College Mathematics Course does meet the baccalaureate senior year requirement for a math or quantitative reasoning course as determined by the Washington Student Achievement Council (College Academic Distribution Requirements (CADR), 2014).

**Student Profile**
The table on the following page provides specific descriptors of what college-ready (Level 3) and not-quite college ready (Level 2) would look like in each domain of the Washington State High School Mathematics Learning Standards.

Note: these descriptions are from the Smarter Balanced Assessment Consortium “threshold” Achievement Level Descriptors—see http://www.smarterbalanced.org/achievement-levels/ for details.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
Assessment Results For Student Placement

As part of the implementation of the new Common Core State Standards for college- and career-readiness, all Washington public colleges and universities (including all 34 colleges in the Washington community and technical college system) and nine of the ten independent colleges have forged a placement agreement regarding the Smarter Balanced assessment. Participating colleges and universities will now offer high school students the opportunity to use their scores on the high school Smarter Balanced assessment to establish their readiness for college-level coursework when entering higher education institutions in Washington.

Over time, the goal is to increase the number of students enrolling directly into college courses without remediation by:

a) offering students an early opportunity to know whether they are ready for college-level academic work;

b) providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and

c) creating alternatives for students, if necessary, to use their senior year more effectively in getting ready for college-level work.

The agreement will be in effect for the high school graduating classes of 2016 through 2018. It will be reconsidered formally in winter 2018 based on student performance data.

The agreement applies only to college readiness and placement considerations for high school students with Smarter Balanced high school assessment scores admitted to and enrolling in the academic year immediately following high school graduation, or students enrolling in dual-credit courses while still in high school.

<table>
<thead>
<tr>
<th>Smarter Balanced High School Assessment Score Level</th>
<th>Mathematics Placement Options Available Based on Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Any entry college-level math course through pre-calculus 1</td>
</tr>
<tr>
<td>3</td>
<td>Math&amp; 107 (Math in Society), Math&amp; 146 (Statistics), or their equivalents</td>
</tr>
<tr>
<td></td>
<td>Pre-calculus contingent on a B or better in a calculus pathway class (see note 5) as a high school senior</td>
</tr>
<tr>
<td>2</td>
<td>Math&amp; 107 (Math in Society), Math&amp; 146 (Statistics), or their equivalents, contingent on a B or better in the statewide Bridge to College Math course or through local institutional processes (transcript, high school GPA, additional testing, etc.)</td>
</tr>
<tr>
<td>1</td>
<td>Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses</td>
</tr>
</tbody>
</table>

1. For all levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).

2. **For math**, colleges may require additional placement information for initial entry into college-level math courses beginning in the winter term of the entry year following high school graduation.

3. For both math and English individual colleges may also extend the time period for honoring the scores for placement.

4. Any algebra-based courses in the high school math course sequence (with "Algebra 2" (second-year algebra) as a formal or informal prerequisite) qualify as "calculus pathway."

5. The Bridge to College Math course was offered by 114 high schools across the state in 2015-16. An additional cohort of 64 high schools will be added in 2016-17.

6. Washington public baccalaureate institutions have endorsed a similar but separate agreement that honors the placement options listed on the table for Smarter Balanced score levels 3 & 4 only.
STATE ASSESSMENT NEWS


State Assessment for Classes:

<table>
<thead>
<tr>
<th>Class of...</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
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<tbody>
<tr>
<td>2015</td>
<td>Reading HSPE</td>
<td>Either Algebra or Geometry EOC/EOC Exit Exam</td>
<td>Biology EOC (until Next Gen Science Standards)</td>
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<tr>
<td></td>
<td>Writing HSPE</td>
<td></td>
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<td>2016</td>
<td>HSPEs or Smarter Balanced</td>
<td>Either Algebra or Geometry EOC/EOC Exit Exam or Smarter Balanced</td>
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<td>2017 &amp; 2018</td>
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<td>2019 and beyond</td>
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</table>

The Graduation Toolkit
http://www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx has been updated to include the Class of 2020. Included in the Toolkit are:
- State Graduation Requirements
- Testing Requirements
- Washington State Minimum Credit Requirements
- Graduation Alternatives
- Appeals, Waivers, and Direct Access
- Graduation Ceremonies
- Options for Students Not Graduating After Four Years of High School

A new Test Score Guide
OSPI is working with Smarter Balanced to develop a website for parents to help them better understand Smarter Balanced and their child’s score report and information. This new site is being fashioned after California’s Test Score Guide site http://www.testscoreguide.org/ca/

Resources for Educators and Families

Your Child’s Progress (YCP)
http://www.k12.wa.us/Resources/YourChildsProgress.aspx is a parent-friendly resource for any parent who has children in grades K-12. This publication is specific to school year 2016-2017 and, by grade, provides a brief listing of learning goals, state tests available, testing windows, and achievement level descriptions. Updates to YCP are in progress and will be posted later in August.

Test Score Letters http://www.k12.wa.us/resources/LetterTemplates.aspx are templates for districts to use when sending ISRs home to parents.
A new “quick look” chart has been developed by OSPI Assessment.

Washington High School Assessments and Assessment Graduation Requirements

Scores for federal accountability are reported when a student is in the 11th grade. Where applicable, a student may test in an earlier grade. If a passing score (level 3 or level 4) is obtained, the score will be banked and reported when the student is in 11th grade (ELA and Math) or 10th grade (Biology).

### School Year 2016 - 17
- Smarter Balanced ELA – Gr 10, 11, 12
- Smarter Balanced Math – Gr 10, 11, 12
- Math EOC Exit Exam Yr 1 or Yr 2 – Gr 11, 12
- Biology EOC Exam – Gr 11, 12

### School Year 2017 - 18
- Smarter Balanced ELA – Gr 10, 11, 12
- Smarter Balanced Math – Gr 10, 11, 12
- Math EOC Exit Exam Yr 1 or Yr 2 – Gr 11, 12
- Biology EOC Exam – TBT
- Next Generation Science – Gr 11, 12

### School Year 2018 - 19
- Smarter Balanced ELA – Gr 10, 11, 12
- Smarter Balanced Math – Gr 10, 11, 12
- Biology EOC Exam – TBT
- Next Generation Science – Gr 11, 12

### School Year 2019-20
- Smarter Balanced ELA – Gr 10, 11, 12
- Smarter Balanced Math – Gr 10, 11, 12
- Biology EOC Exam – TBT
- Next Generation Science – Gr 11, 12

### Tests that Fulfill Graduation Requirements by Class

#### Class of 2017:
- ELA – SBA by Exit Exam cut score
- Math – SBA by Exit Exam cut score
- Math EOC Exit Exam Yr 1 or Yr 2 – Gr 11, 12
- Science – Biology EOC Exam

#### Class of 2018:
- ELA – SBA by Exit Exam cut score
- Math – SBA by Exit Exam cut score
- Math EOC Exit Exam Yr 1 or Yr 2 – Gr 11, 12
- Science – Biology EOC Exam

#### Class of 2019:
- ELA – SBA by Exit Exam cut score
- Math – SBA by Exit Exam cut score
- Science – Biology EOC Exam

#### Class of 2020:
- ELA – SBA by Exit Exam cut score
- Math – SBA by Exit Exam cut score
- Science – Biology EOC Exam

### Graduation Assessment Alternatives

Detailed information regarding the Graduation Alternatives Application Updates can be found on the application’s webpage at: [http://www.k12.wa.us/assessment/GraduationAlternatives/GraduationAlternativesApplication.aspx](http://www.k12.wa.us/assessment/GraduationAlternatives/GraduationAlternativesApplication.aspx).

Questions about the Graduation Alternatives or the application can be directed to the Graduation Alternatives team at: [graduation.alternatives@k12.wa.us](mailto:graduation.alternatives@k12.wa.us).

### Collection of Evidence (COE) – no major changes

### GPA Comparison

The GPA Comparison calculator has been updated and embedded in the Graduation Alternatives Application. It will now pull all needed data from CEDARS, CAA/CIA database and State Test Query to run the calculation.
New Scores for SAT and ACT

- SAT with Essay (new test)—Reading and Writing cut scores for the class of 2016 were posted May 2016 in OSPI Memo M032-16. http://www.k12.wa.us/BulletinsMemos/Memos2016/M032-16.doc
- ACT with Writing
- AP and IB Tests now have an English Language Arts (ELA) subject area for the class of 2017 and beyond.

It is important to note that today’s adopted score requirements represent primarily technical changes to existing requirements. These are not additional requirements for high school graduation, nor do they materially increase or decrease the level of difficulty in the existing requirements. The following table summarizes the rationale for establishing new scores and the adopted scores.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Rationale for New Graduation Scores</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and ELA Collections of Evidence</td>
<td>The first implementation of Collections of Evidence assessments aligned to new math and ELA (English Language Arts) learning standards.</td>
<td>ELA: 24 Math: 14</td>
</tr>
<tr>
<td>SAT Math and ELA</td>
<td>Graduation scores in math and ELA for the new SAT test as an alternative graduation assessment.</td>
<td>ELA: 410 Math: 430</td>
</tr>
<tr>
<td>ACT ELA</td>
<td>Graduation score for comprehensive ELA (replacing reading and writing) on the ACT as an alternative graduation assessment.</td>
<td>ELA: 14</td>
</tr>
</tbody>
</table>

College Admission/AP/IB Test Alternatives


Eligible students may use their scores on the SAT, ACT or ACT Plus Writing tests to meet graduation assessment requirements in English language arts (reading and writing for specific cohorts of students), math, and/or science.

In addition, students who earn a score of 3 or higher on specified Advanced Placement (AP) tests or 4 or higher on specified International Baccalaureate (IB) tests may use these scores to meet graduation assessment requirements in English language arts (reading and writing for specific cohorts of students), math, and/or science.

To be eligible to use this option, the student must have:

- **Taken and not passed** the state’s exit exams or accountability assessments at least once in the content area for which the student wants to use this graduation alternative; or
- **Transferred** into a Washington public high school in the 11th or 12th grade from out of state or an in-state non-public school (in specific instances this alternative may apply for 10th grade transfers). Under specific criteria transfer students are eligible to use this graduation alternative without taking the state’s exit exams or accountability assessments. The transfer student’s school must
request eligibility and have it approved by OSPI via the Graduation Alternatives application in EDS before this graduation alternative will be accepted.

### What test scores qualify?

**SAT, ACT & ACT Plus Writing Test Scores**

Students must meet or exceed one of the following scores in a subject area:

<table>
<thead>
<tr>
<th>Class of 2017 and beyond:</th>
<th>SAT with Essay (March 2016 or later)</th>
<th>ACT with Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>430</td>
<td>16</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td>410</td>
<td>14</td>
</tr>
<tr>
<td><strong>Science (biology)</strong></td>
<td>N/A</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of 2016 and prior:</th>
<th>OLD SAT (prior to March 2016)</th>
<th>SAT with Essay (March 2016 or later)</th>
<th>ACT with Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>390</td>
<td>430</td>
<td>16</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>350</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>380</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td><strong>Science (biology)</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>16</td>
</tr>
</tbody>
</table>

*Note: To satisfy the requirement specific to the writing component of the ELA graduation requirement, the student must take the **ACT Plus Writing**.

**AP Exam Scores**

Students must earn a score of 3 or higher on eligible AP exam or 4 or higher on eligible IB tests:

<table>
<thead>
<tr>
<th>Graduation Assessment Requirement</th>
<th>AP Exam</th>
<th>IB Tests [must be at the Higher Level (HL)]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Calculus or Statistics</td>
<td>Mathematics or Further Mathematics</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td>English Language and Composition</td>
<td>Language A: Language and Literature, Business and Management, Economics, Geography, History, Information Technology is a Global Society, Philosophy, Psychology or Social and Cultural Anthropology</td>
</tr>
<tr>
<td></td>
<td>- And - One of: English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics</td>
<td>Language A: Literature, Language A: Language and Literature, Business and Management, Economics, Geography, History, Information Technology is a Global Society, Philosophy, Psychology or Social and Cultural Anthropology</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>English Language and Composition</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology, Chemistry, Physics or Environmental Science</td>
<td>Biology, Chemistry or Physics</td>
</tr>
</tbody>
</table>

**How does a student submit this Graduation Alternative?**

To use this graduation alternative, a student must meet eligibility requirements and meet or exceed the score for the appropriate test or exam as shown above. The student will work with school staff to submit the application and associated score report to OSPI. A student's score must meet the minimums set by OSPI.

**If a student took the SAT, ACT, AP or IB test before taking an exit exam or accountability assessment, can a student submit those scores?**

Unless a student meets the criteria under [WAC 392-501-510 (Transfer Student)](https://apps.leg.wa.gov/sec1/501-510) the student must have participated in a state exit exam or accountability assessment, in
the content area for which he or she would like to submit, in order to access the graduation alternative forms for that content.

**May a student get a fee waiver to take the SAT with Essay, ACT with Writing, IB or AP tests?**

- **SAT and ACT:** Eligible students who use the SAT, ACT or ACT Plus Writing tests for purposes of a graduation alternative may use a fee voucher when registering for the test.
- **AP and IB:** Fee vouchers are not available.

OSPI has arranged with both the ACT and the College Board (SAT) to provide eligible students a fee waiver for taking either the SAT or ACT tests to meet their state assessment requirement(s).

To be eligible for a fee waiver, the student must have:
1. Taken at least one of the state’s exit exams or accountability assessments once and not met standard on that test.
2. Not received a fee waiver in the past.

To obtain a fee waiver, download the SAT or ACT Free Voucher Application (PDF) and mail it in with your registration. **Fee waivers are not available when students register online.**

No fee reimbursement is available after a student has registered for and paid for a test. Fee vouchers must be used at the time that the student registers **by mail.**

**Where can I find additional information about SAT, ACT and College Entrance Tests?**

- SAT and AP exams: [www.collegeboard.com](http://www.collegeboard.com)
- ACT: [www.actstudent.org](http://www.actstudent.org)
- IB: contact your school counselor

1 To determine if a student has met the ELA requirement using Reading and Writing assessments or alternatives, please reference the [ELA via Reading/Writing Alternatives Reference Sheet](#)

**Graduation Scores for Smarter Balanced Assessment**

Washington’s State Board of Education set the minimum scores required to earn a diploma on state assessments, as required by law. The Board determined graduation scores for the following assessments for these school years:
DUAL CREDIT UPDATES

Dual Credit Options

All dual credit updates will be posted on the OSPI dual credit web page at http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx under “What’s New” and on the Running Start web page.

All Dual Credit programs allow students to take rigorous college-level courses while still in high school. Students may become eligible for the awarding of college credit based on scores obtained in the year-end examinations and through taking college-level classes either in their high school or at colleges and universities.

Programs Allowing Dual Credit Through Standardized Examinations
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge

Programs Allowing Dual Credit Through College Course Enrollment
- Running Start
- College in the High School
- Tech Prep (where articulation agreements are still in place between the high school and a corresponding college)

Recently, we have had many questions about AP and College in the High School programs as one class. Hopefully, the information below shows how AP and College in the High School are two separate programs. While students should not be in one class simultaneously for both programs, as these are two distinct dual credit programs, students who are in a College in the High School Program may take an AP Exam at the end of the Year.

Specific for AP

The Advanced Placement (AP) program allows students in grades 9–12 to take rigorous college-level courses while still in high school. Courses in AP World Language programs are the only AP courses allowed to be taken prior to 9th grade. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

Only approved high schools may offer AP courses and courses must be taught by highly qualified high school teachers. Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A) on the student’s transcript. In addition, all AP course titles must include the official AP course title or abbreviation. In order to qualify for AP designation, AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark. AP courses cannot be taught at a college or through a college program such as College in the High School or Running Start. AP and College in the High School can be taught in the same classroom. AP courses cannot also be IB, Running Start or College in the High School. A list of approved schools may be found at: https://apcourseaudit.epiconline.org/ledger/.

Specifics for College in the High School

College in the High School means an opportunity for students to be concurrently enrolled in high school and college, earning high school and college credit in the same course. It requires that the course and instruction be fully equivalent to the course and instruction that occurs on the college or university campus. The basic agreement
between the school and college is governed by a local contract. To be a College in the High School program, a contract must be established between a high school and a college or university. The high school and college or university together defines the criteria for student eligibility. Costs to students vary with each institution. College in the High School courses are taught by program qualified high school teachers to students at high schools that have a contract with a college or university. It is not taught at a college or through another college program such as Running Start. College in the High School courses cannot also be Running Start, AP, IB or other dual credit courses.

Guidelines for offering dual credit courses in one classroom
Some dual credit courses can be delivered simultaneously, in the same classroom, by one teacher, but to ensure that state and program policies are followed for correct documentation and for college credit quality assurance, guidelines have been developed by OSPI and higher education—SBCTC, WSAC, and Council of Presidents, with input from the principals’ association (AWSP). OSPI has had many inquiries recently about dual credit courses being offered in the same classroom, especially for Advanced Placement (AP) and College in the High School (CHS). You are encouraged to read the Dual Credit Co-Delivery Guidelines and FAQ (http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx) and (2) OSPI Transcript FAQ (http://www.k12.wa.us/transcripts/) for detailed information.

While offering dual credit courses in separate and distinct classrooms is considered a best practice for transparency and clarity, it is recognized that limitations occur that may necessitate clustering two or more types of courses into one classroom. Multiple courses can be delivered simultaneously, in the same classroom, by one teacher. To ensure quality and correct documentation, below are guidelines and details to assist high schools.

Guidelines:
- Multiple courses can be delivered simultaneously, in the classroom, by one teacher.
- Each course must have a distinct course title on the student schedule and in the master schedule, a distinct course code and course designation on the high school transcript, and must meet the unique requirements of that course.
- A student must choose to enroll in only one course, not multiple if offered at the same time, and this course and appropriate designation code is indicated on each student’s high school transcript.
- It is the responsibility of the high school or district, in the case of College in the High School, to confirm each student’s enrollment status with the higher education institution and update the student’s enrollment on the high school transcript as appropriate.

FAQs:
What if a student enrolls in College in the High School (CHS) course, and plans to take the Advanced Placement (AP) exam at the conclusion of the course?

There would be no impact on the student’s high school transcript, which shows enrollment in the College in the High School (CHS) course. It does not matter whether or not the student intends to or does also take the AP exam. For enrollment purposes, if a student enrolls for college credit in the CHS course, the student’s transcript shows the CHS course title and designation code. The student would still have the option to take
the AP exam as well. A student may take an AP exam without taking or completing an AP course. It is worth noting that any student can take any AP exam, regardless of their coursework. However, taking the AP exam alone will not result in an AP course appearing on the high school transcript; the student would need to be officially enrolled in the AP course.

**What if a student enrolls in an AP course but does not take the AP exam at the conclusion of the course?**

There would be no impact on the student’s high school transcript. The student’s enrollment in the AP course is not impacted by the student’s decision to not take the corresponding AP exam.

**What if a student enrolls in a CHS course, but does not pay the college fee?**

Only students who officially register with the sponsoring college or university for the CHS course should have the CHS course and course designation. This registration process includes fees typically paid by the student/family, but may also be paid by the school or district or through new funding for CHS courses. If the student enrolls in the CHS course in the high school but does not register for college credit with the college or university by that CHS program’s deadlines, the student’s enrollment in the high school must be changed from the CHS course to the AP or high school course. It is up to the high school to confirm and update these courses and designation codes appropriately.

All high school-level courses attempted must be included on the transcript no matter who pays, or doesn’t pay, for the course. Districts should establish clear guidance regarding the recognition and acceptance of attempted and earned credits and whether they should be designated as a college course. (OSPI Transcript FAQ P. 37)

**What are the requirements for offering an AP course?**

Only approved high schools may offer AP courses and courses must be taught by highly qualified high school teachers. AP teachers must submit course syllabi to The College Board for approval prior to using the AP trademark. AP cannot be taught at a college or through a college program such as Running Start. AP courses cannot also be International Baccalaureate (IB) or Running Start. Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official College Board AP course title or abbreviation.

**What are the requirements for offering a CHS course?**

The CHS course and instructor must meet the requirements of the sponsoring college or university, as well as the CHS rules from OSPI. Course titles must be distinct (e.g. can’t be “AP English/English 101”) with CHS course title replicating college course title.

**If a teacher is teaching an AP course, can that teacher automatically also offer the course as a CHS course?**

No. There are specific rules and processes for CHS programs, which include teacher application and approval, training, curriculum oversight by faculty, and course evaluation. In some cases, a teacher teaching an AP course may be denied teaching a CHS course. Note that teacher qualifications are not a factor for course approval through AP, but are the first consideration through CHS.

**Are there cases in which an AP course does not align with a CHS course?**

Absolutely. For example, a chemistry course offered through CHS might be a very different course from and at a different level than AP Chemistry; offering these courses simultaneously would be inappropriate. The high school should coordinate and confirm any course alignments with the CHS programs at the college or university.
Who determines if credit is accepted at the college the student ultimately attends after high school graduation?
The awarding of credit for exams (e.g. AP) or transfer of transcripted college credit (e.g. CHS) is determined by the student’s higher education institution. A given college may or may not accept AP exam scores for credit, and may or may not accept college courses completed while still in high school. Students are encouraged to review credit policies at their prospective higher education institution. Note that if a student ultimately attends the institution through which they earned college credit in CHS, that college credit is already on the student’s college transcript and counts towards all applicable graduation and degree requirements.

What about tech prep and CHS courses?
The Tech Prep program serves students in grades 9–12 and is offered through an articulation commitment between high school and college programs. All Tech Prep dual credit classes are taken on the high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE classes. CTE courses must have an approved high school CIP Framework code. V code, and meet all other requirements for CTE designation and enhanced funding. CTE Tech Prep courses are not taught at a college or through another college program such as Running Start. Tech Prep courses cannot also be Running Start. If all requirements are met for both CTE and CHS, courses may be co-delivered in one classroom.

What are the appropriate course designator codes to use for each type of dual credit course?
High School Transcript Course Designators are below:

- RS, CHS, AP, CTE AP, IB, Cambridge, Tech Prep, Honors

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>B</td>
<td>Int'l Baccalaureate</td>
</tr>
<tr>
<td>C</td>
<td>Cambridge Program</td>
</tr>
<tr>
<td>D</td>
<td>College in the HS</td>
</tr>
<tr>
<td>E</td>
<td>National Comp Test</td>
</tr>
<tr>
<td>F</td>
<td>Local Comp Test</td>
</tr>
<tr>
<td>G</td>
<td>Science Lab</td>
</tr>
<tr>
<td>H</td>
<td>Tech Prep</td>
</tr>
<tr>
<td>I</td>
<td>Non-Instructional</td>
</tr>
<tr>
<td>J</td>
<td>Instructional</td>
</tr>
<tr>
<td>K</td>
<td>Running Start</td>
</tr>
<tr>
<td>L</td>
<td>Skills Assessment</td>
</tr>
<tr>
<td>M</td>
<td>Vocational</td>
</tr>
<tr>
<td>N</td>
<td>Technical</td>
</tr>
</tbody>
</table>

Transcript User Guide and FAQ documents have been updated (2.2016)
http://www.k12.wa.us/transcripts/

College in High School Updates
College in the High School new WAC 392-725-005
- Inter-local Agreements
- Annual Reporting—beginning July 2017
- Quality standards based on the National Alliance of Concurrent Enrollment Partnerships model.
  - Students, Curriculum and Assessment, Faculty, Evaluation
- Funding
  - Vocational-enhanced funding can be claimed.
  - Subsidies for 11th and 12th grade students, priorities for rural, small school, and low-income.
  - Grants went out last spring and were due July 1.

The list of high schools and their CHS courses that are eligible for the state funded CHS subsidies for the 2016–17 school year has been posted here: http://www.k12.wa.us/safs/INS/ENR/1617/CHS_Subsidies_List_2016-17.xlsx. The annual allocation will fulfill the requested state funded College in the High School (CHS)
subsidies for all Tier 1 and 2 schools, all Tier 1 students, and for Tier 3 schools with a 50 percent or more Free and Reduced Price Lunch (FRPL) percentage.


For answers to questions regarding the CHS subsidies, contact Becky McLean at becky.mclean@k12.wa.us or 360-725-6306.

**Running Start Updates on 1.20 FTE Limitation**

**Background on FTE and AAFTE Limitation**
A Running Start student is limited to be claimed for state funded apportionment for a combined high school and college enrollment that does not exceed 1.20 FTE for any month except January. Neither the high school nor college enrollment can individually exceed 1.00 FTE, except for students enrolled in a high school and a skill center. This 1.20 FTE limitation also applies to the annual average FTE (AAFTE), where a Running Start student may not be claimed for a combined high school and college enrollment that exceeds 1.20 AAFTE for the school year. Students that exceed the 1.20 FTE or AAFTE could be charged tuition at the college for the credits in excess of this limitation. When a student is enrolled in both a high school and a skill center and claimed for more than a combined 1.00 FTE, the available Running Start enrollment is limited to a 0.20 FTE. When a student is enrolled in both the high school and skill center and taking less than a 1.00 FTE, the standard Running Start calculation applies. Running Start students enrolled in college vocational programs may exceed the 15 credit limit, but may be claimed for a maximum of 1.00 FTE. The college will be reimbursed for the 1.00 FTE. Due to the overlapping of the first high school semester and the winter college quarter in January, a Running Start student could be claimed for more than a 1.20 FTE for that month only. When this occurs, the student may be subject to a reduced FTE or to paying tuition for the spring college quarter, if the 1.20 AAFTE would be exceeded. High school FTE is based on enrolled instructional minutes; 300 minutes a day or 1,500 weekly minutes equal 1.00 FTE. High school classes can vary and allowable passing time between classes can be counted. For exact calculated FTE for each class, refer to the high school’s bell schedule available through the registrar or business administration office.

College FTE is based on enrolled credits. Fifteen credits equal 1.00 FTE in both quarter and semester calendars. For examples and more information on the Running Start FTE and AAFTE limitation, refer to Attachment A—Clarifying Guidance on the 1.20 Running Start Full-Time Equivalent (FTE) Limitation.

**Running Start Enrollment Verification Form (RSEVF)**
For each college term, students interested in taking Running Start classes must complete the RSEVF, available at the high school, and in consultation with a school counselor or a school official assigned to provide such guidance. This form calculates the available Running Start FTE based on enrolled high school and skill center FTE’s. This form must be completed at the start of each term for all Running Start students, including home-based and private school students. For Running Start students enrolling in more than one college, a separate RSEVF must be completed for each college. Careful attention must be taken to ensure that a student enrolled in multiple colleges does not exceed the 1.20 Running Start FTE limitation. In the event a student makes a change to either the high school and skill center or Running Start college class schedule, after the beginning of the college term, a new RSEVF must be completed,
reflecting changes to Running Start FTE eligibility. The student and a parent/guardian, as well as high school and college officials, are required to sign the RSEVF acknowledging the 1.20 FTE limitation and the possibility of tuition being assessed if the FTE will be exceeded. All signatures on the form must be clear and accurate.

**Spring Quarter Eligibility Adjustment Form (SQEAF)**

The SQEAF is required to be completed for students who have been identified as being at risk of exceeding the 1.20 combined AAFTE. This form calculates the reduction of the student’s spring quarter eligibility and notifies parents, high schools, and colleges of this reduction. This form should be attached to the RSEVF for the spring quarter. When a student is enrolling in more than one college for the spring quarter, a copy of the SQEAF must be attached to each college’s RSEVF.


RSEVF as of August 2016: [http://www.k12.wa.us/BulletinsMemos/Bulletins2016/B035-16AttachB.pdf](http://www.k12.wa.us/BulletinsMemos/Bulletins2016/B035-16AttachB.pdf)

SQEAF as of August 2016: [http://www.k12.wa.us/BulletinsMemos/Bulletins2016/B035-16AttachC.docx](http://www.k12.wa.us/BulletinsMemos/Bulletins2016/B035-16AttachC.docx)

Contacts:

Kim Reykdal, Program Supervisor, Dual Credit and College Readiness Math at 360-725-6168 or kim.reykdal@k12.wa.us; or Becky McLean, Program Supervisor, Enrollment Reporting and Categorical.

Funding, regarding fiscal requirements or enrollment reporting at 360-725-6306, becky.mclean@k12.wa.us.

**Dual Credit Transfer**

- Each college or university has policies on acceptance of transfer credit. **Confirm specific policies with the receiving institution.**
- **College courses** on the high school transcript are usually accepted in transfer at public 4-yr and 2-yr colleges and most private colleges in Washington for RS and CHS.
- **Exam scores** (AP/IB/CI) are accepted at 4-yr and 2-yr colleges. Use the Dual Credit Look Up Tool ([http://readysetgrad.org/rsg_cred_wiz/form](http://readysetgrad.org/rsg_cred_wiz/form)) to access specific 4-yr college policies. (Example: Usually a 3 or better on AP course will equal credit.)
- HS Tech Prep courses which have an articulated agreement between school districts and community colleges can transfer to the college that holds the articulation agreement upon student enrollment at that college.

**TRANSCRIPT CODING**

**Transcript Coding**

In order to get correct data reported from your school in CEDARS, precise and correct input of course designators are greatly needed. Last year the Washington State Standardized High School Transcript had a new format, including new elements and values. OSPI is learning from colleges and universities throughout the state that high school transcripts are coming to their admissions offices that do not adhere to the Washington State requirements for course designation and course titles. Not staying in compliance with transcript regulations may result in the refusal or delay of admissions, loss of financial aid, and creates additional workload for the high school staff, college staff, students and their families. It is important for school counselors to take the lead.
and work with school registrars and in turn, ask school registrars to work with ESD student information trainings for emphasis on correct course designators.

The transcript format, including elements and values, was required for all high school student transcripts. [http://www.k12.wa.us/transcripts/](http://www.k12.wa.us/transcripts/)

**High School Transcript FAQs (PDF)–Updated February 2016.**

This PDF document contains some of the most frequently asked questions regarding the Washington State Standardized High School Transcript. The answers and relevant legislation are listed below each question.

The following is a summary of additions and changes to the Washington State Standardized High School Transcript recently:

1. Addition of a new Course Designation Code: Non-Instructional (Z)
2. Updates to the State Requirements section: The consolidation of the Reading and Writing Standards to create the English Language Arts Standard and the delay of the Science Standard until the Class of 2017
3. Inclusion of the WA State Placement Agreement from Smarter Balanced Assessment
4. Updates to the WA State Seal of Biliteracy information ([http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx](http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx))

Add language
Add “Proficient” as an allowable status

Course designators for courses are:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>B</td>
<td>CADR</td>
</tr>
<tr>
<td>C</td>
<td>College in the HS</td>
</tr>
<tr>
<td>D</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>E</td>
<td>ESL</td>
</tr>
<tr>
<td>F</td>
<td>FSP</td>
</tr>
<tr>
<td>G</td>
<td>Gifted</td>
</tr>
<tr>
<td>H</td>
<td>Honors Option</td>
</tr>
<tr>
<td>I</td>
<td>Intl Baccalaureate</td>
</tr>
<tr>
<td>K</td>
<td>Cambridge Program</td>
</tr>
<tr>
<td>L</td>
<td>Local Comp Test</td>
</tr>
<tr>
<td>M</td>
<td>Math</td>
</tr>
<tr>
<td>N</td>
<td>National Comp Test</td>
</tr>
<tr>
<td>O</td>
<td>Other</td>
</tr>
<tr>
<td>P</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Q</td>
<td>Quantitative</td>
</tr>
<tr>
<td>R</td>
<td>Running Start</td>
</tr>
<tr>
<td>S</td>
<td>Science Lab</td>
</tr>
<tr>
<td>T</td>
<td>Tech Prep</td>
</tr>
<tr>
<td>Z</td>
<td>Non-Instructional</td>
</tr>
</tbody>
</table>

**Clarification about "B" and "Q" Course Designators on High School Transcript**

[http://www.k12.wa.us/transcripts/](http://www.k12.wa.us/transcripts/)

**"B": CADR (College Academic Distribution Requirements)** What are CADR (College Academic Distribution Requirements) Courses? Answer: The College Academic Distribution Requirements (CADRs) refer to college admissions criteria established by the Washington Student Achievement Council (WSAC). The term differs from high school graduation requirements that are determined by the State Board of Education and local school districts. Courses meeting CADR are determined by the school district and noted on the transcript with the “B” designation. More information about courses and guidelines can be found on the Washington Student Achievement Council’s website at [http://www.wsac.wa.gov/college-admissions](http://www.wsac.wa.gov/college-admissions). District curriculum staff may have already reviewed and determined which courses meet the College Academic Distribution Requirements (CADR) guidelines.

**"Q": Quantitative—NOTE: THIS INFORMATION HAS BEEN UPDATED TO MATCH THE CADR’s.** What are Quantitative Courses? Answer: Students entering a four-year college or university in WA State must earn a credit in a math-based Quantitative course during their senior year of high school. The requirement can be met by taking one credit of math equal to or beyond Algebra II, such as Pre-Calculus. This course designation code along with the grade level will allow colleges and universities to determine if this requirement was met. More information about courses and guidelines can be found on the Washington Student Achievement Council’s website at [http://www.wsac.wa.gov/college-admissions](http://www.wsac.wa.gov/college-admissions). Use this designation to note quantitative
type courses. Below are course examples that may be considered as quantitative to meet the CADR requirement: Statistics, Algebra-based science courses (e.g., Chemistry or Physics), other math-based quantitative courses (including, Advanced level of Applied Math, or math-based CTE courses), AP Computer Science (Not Computer Science Principals), or Bridge to College Math.

Transcript information is available here: [http://www.k12.wa.us/transcripts/](http://www.k12.wa.us/transcripts/)

**Running Start Grade Transcription**

Colleges often use different grading scales than high schools, which mean that college and high school transcripts can show different letter grades earned in a course. High schools must use the conversion table in WAC 392-415-050 to translate the numerical grade to a letter grade. In cases where schools and colleges use different credit awarding scales, districts should have a clear policy and guidance regarding the transfer of credits into the credit scale used by the new school.

WAC 392-415-050 **Grade reporting and calculation system.**

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(2) It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- E or F = 0.0

**SEAL OF BILITERACY**

[http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx](http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx)

The Washington State Seal of Biliteracy (RCW 28A.300.575) recognizes public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. "Participating school districts with students eligible to receive the Seal shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." (RCW 28A.230.125)

**Identifying Students for the Seal of Biliteracy**

Is the student on track to meet ELA graduation requirements and pass ELA state assessments? If YES, how can the student demonstrate proficiency in one or more World Languages?
Competency Testing and Credits for World Language

http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx

Students who speak, read, and write a language other than English can earn world language credits in high school and college by demonstrating proficiency. Students who demonstrate proficiency on nationally recognized proficiency assessments may be able to receive competency credits on their high school transcript. For students in K–12 grades, our goal is to develop a system that supports any bilingual student to receive world language credits by demonstrating language proficiency. In order to increase student access, OSPI has established a process to empower and engage school districts to set up competency testing for their bilingual students and support third party agencies and to offer testing in their communities.

More Resources and Updates

Grants for School Districts

**OSPI Middle School LifeSkills Grant**

iGrants 761 for Round Two of the statewide middle school LifeSkills Training program were launched in August 2016 to provide substance abuse prevention/intervention program to middle schools and agencies serving middle school aged young people.

**OSPI iGrants #661: Academic Acceleration for Dual Credit Expansion**

Opens soon. Due September 30, 2016

One time–up to $10,000 per school, for test fees (AP, IB), summer teacher trainings, curriculum, RS transportation and textbooks.

**OSPI iGrants #774: College Ready Math Initiative**

Due October 12, 2016

Funds Academic Youth Development (Mindset/Advisory) and Intensified Algebra 1 (and Geometry is available) for 4 years.

Changes in "Career Guidance Specialist" Certification

(This position might also be named Career Specialist or CTE Career Counselor, College & Career Specialist in some school districts.) At the May Professional Educator Standards Board (PESB) meeting a new section in WAC 181-77-081 and the accompanying competencies for the Career Guidance Specialist certificate was approved. This new certificate will replace the existing CTE Counselor and Occupational Information Specialist (OIS) certificates after July 2018.
Go Alliance offers a number of online courses/modules geared toward college and career counseling which address many of the competencies. [https://mygoalliance.org/](https://mygoalliance.org/)

Go Alliance, a national college & career readiness curriculum from SREB has WA Resources that have been added from WA College Access Network (WCAN) with assistance from OSPI and WSAC. Other competencies are covered by the CTE B&I (Plan 2) providers in the state. Resources to assist with your questions can be found at: [http://www.k12.wa.us/certification/CTE/NotCertified.aspx](http://www.k12.wa.us/certification/CTE/NotCertified.aspx)

**Go Alliance–College and Career Readiness Training Program**—Opportunities to receive training for the Go Alliance curriculum from Southern Regional Education Board’s (SREB) College and Career Readiness Professional Development is being offered through WA College Access Network (WCAN) in partnership with WA Student Achievement Council (WSAC) and OSPI, along with the WA School Counselor Association (WSCA), school districts and college programs. [http://www.sreb.org/topic-college-and-career-readiness](http://www.sreb.org/topic-college-and-career-readiness)

This curriculum is designed to assist school counselors and other college access providers with the latest information about postsecondary planning. The online resources have been customized for Washington state college and career readiness resources including the High School & Beyond Plan.

The program currently offers four online or hybrid learning modules to learn about current trends and best practices for delivering and developing systems that lead to postsecondary success. Washington College Access Network (WCAN) [http://www.wcan.org/home](http://www.wcan.org/home) has additional in-depth information on the program.

The four modules have been customized for WA State that include:
- Building a College Going Culture for All Students
- College, Career, and Academic Planning
- Financial Aid and College Applications
- College and Career Advising in the Middle Grades

More modules are being developed now and will be available in 2017. Educators can earn over 50 clock hours or college credit per module.

**WA Career Counseling & Employment Readiness Conference** The WA Association of CTE in collaboration with **WA-CCER** (WA Career Counseling & Employment Readiness) is hosting a conference on October 10-11, 2016 in Wenatchee. Sessions will include Career Readiness, Effective JAG Programs, Connection with your Community, Hiring High School Graduates, and 21st Century Skills. Contact is Nora Zollweg, WA-CCER President nora.zollweg@westsoundtech.org

**College Board Workshops and Webinar Series**
- September 20–Shoreline Public School Center
- September 27–Spokane Gonzaga University
- September 28–Tacoma School District Administration Building
Register at [http://www.collegeboard.org/cw](http://www.collegeboard.org/cw)

**ACT College and Career Readiness Workshops and Webinar Series**
Register at [http://www.act.org](http://www.act.org)
- September 14–Spokane Gonzaga University
- September 27–Tacoma Pacific Lutheran University
- October 5–Renton Puget Sound ESD 121

**College Bound Scholarship Updates**
**Middle School:** The new school year brings changes to the application process. This year WSAC will not be posting the paper application online. Instead, all schools and families are encouraged to use our online options. WSAC has a secure, easy-to-use online portal where you can upload your free and reduced price lunch (FRPL) eligible students and automatically create applications for all of them! You can also update student information and print Missing Information Letters (MILs)/signature pages. Contact for assistance is: collegebound@wsac.wa.gov  
WSAC has also created a new informational flyer for families that is easily printable and can be put in packets for events like back-to-school nights. The flyer is currently available in English and will be available in 11 additional languages by September 1 at:  
[www.readysetgrad.org/college/CBS-Resources](http://www.readysetgrad.org/college/CBS-Resources) and is a great piece to accompany MILs. If, for some reason, a student needs the paper application, WSAC will send them one. However, uploading your students and using the portal is the most efficient way to get students complete and processed (those take less time than paper applications for students who have been uploaded). WSAC will still have the online application available for you and your students at  
[https://fortress.wa.gov/wsac/portal/programs/college%20bound/application](https://fortress.wa.gov/wsac/portal/programs/college%20bound/application) beginning September 1. This information is located on the flyers as well.

**Middle and High School:** WSAC’s new College Bound promotional materials (brochures, posters, pens, and bracelets) are now available! You can place your order at  
[http://bit.do/CBS-Order-Form](http://bit.do/CBS-Order-Form). Orders will be processed every Friday and may take up to two weeks to arrive.

**Check & Connect**  
[http://www.k12.wa.us/SecondaryEducation/CheckConnect.aspx](http://www.k12.wa.us/SecondaryEducation/CheckConnect.aspx)

**Check & Connect is a program developed to re-engage students in their education,** a comprehensive Tier 2 intervention designed to engage family, student, and school staff in supporting engagement and learning for students in grades K–12. The program addresses Attendance, Behavior and Course Success (ABC’s), tracked in district early warning systems. The program provides a trained mentor to work with a caseload of students and families over time, following their caseload from program to program and school to school.

Check & Connect is an evidence-based practice that is most successful when used in a multi-tiered frameworks, such as Positive Behavior Intervention & Supports (PBIS) or Response to Intervention (RTI). Please contact one of the trainers listed on the OSPI webpage, if you are interested in implementing Check and Connect or are interested in a refresher training. Through long-term sustained support, Check & Connect seeks to build a relationship with each student that will serve to connect them with their school and aid in their progress towards graduation. Weekly conversations, tutoring and homework help form the basis for a trusted bond between the student and the Check & Connect monitor. This enables the monitor to individually and definitively determine the interventions best suited to the students’ needs. The monitor then works on behalf of the student as a mentor,
The Office of Superintendent of Public Instruction is the lead education agency in the state for K–12 education. The current Superintendent of Public Instruction is Randy Dorn. The agency was formed by the territorial government in the 1870s.

For more information, contact:
- Dan Newell, Assistant Superintendent for Secondary Education & Breanne Conley, Executive Assistant, Secondary Education & Student Support—360.725.6175; Breanne.Connelly@k12.wa.us
- Dixie Grunenfelder, Director of Secondary Education—360.725.0415; Dixie.Grunenfelder@k12.wa.us
- Danise Ackelson, Supervisor of School Counseling and K-12 Supports—360.725.4967; Danise.Ackelson@k12.wa.us
- Kim Reykdal, Supervisor of Dual Credit/Math Initiative—360.725.6168; Kim.Reykdal@k12.wa.us
- Kelsey Schmitz, Supervisor of Integrated Student Supports—360.725.6045; Kelsey.Schmitz@k12.wa.us
- Mandy Paradise, Supervisor, Project AWARE (Advancing Wellness and Resiliency in Education)—360.725.6248; Mandy.Paradise@k12.wa.us
- Mike Donlin, Director, Safety Center—360.725.6041; Mike.Donlin@k12.wa.us
- Laurie Shannon, Graduation Specialist—360.725.4472; Laurie.Shannon@k12.wa.us
- Kefi Anderson, Program Specialist—360.725.0429; Kefi.Anderson@k12.wa.us
- Bill Evans, Life Skills Program Specialist—360.725.6052; Bill.Evans@k12.wa.us
- Laura Moore, Administrative Assistant/Program Specialist—360.725.6433; Laura.Moore@k12.wa.us
- Amber Palmer, Administrative Assistant, Integrated Student Services
- Ruthy Cowles-Porterfield, Administrative Assistant—360.725.6044; Ruthy.Cowles-Porterfield@k12.wa.us
- Cindi Wiek, Secretary Senior, Project Aware—360.725.6247; Cindi.Wiek@k12.wa.us
- Quinn Reilly, Support Staff, Healthy Youth Survey/2SHB 2449—360.725.6045

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162/TTY; (360) 664-3631 or P.O. Box 47200, Olympia, WA 98504-7200.