Lind-Ritzville Cooperative Schools Continuous Learning Plan

OSPI Guidance taken from Bulletins & Continuous Learning 2020 document

The Office of Superintendent of Public Instruction (OSPI) encourages districts to develop and implement continuous learning plans in partnership with students, families, staff, and local health departments when appropriate. [Districts should keep] in mind the importance of longer-term contingency planning should circumstances change.

While school facilities are closed, teaching and learning must continue.

(OSPI's) guidance is grounded in compassion, communication, and common sense rather than the traditional compliance measures

We should avoid assuming that continuity of education outside of a typical school building can only occur through online means. Districts will likely provide instruction using printed learning materials, phone contact, email, technology-based instruction, or a combination of these to meet student needs. Throughout this, they are attending to the social and emotional well-being of their students and educators.

The term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms).

Look to social emotional learning (SEL) evidence-based practices and create SEL activities that families may use. Also important is acknowledging our own emotions. Educators may feel stress or be overwhelmed as they provide continuous learning for students and families who may be struggling.

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

✓ Plan for Student Learning: Build on each student’s strengths, interests and needs and use this knowledge to positively impact learning.
✓ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time and play time for health and well-being.
✓ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access Plan and deliver content in multiple ways, so all students can access learning.

✓ Teach Content: Set goals using knowledge of each student and Washington state student learning standards.
✓ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials and phone contact, email, technology-based instruction, or a combination to meet diverse student needs.
✓ Engage Families: Communicate with families about engagement strategies to support students as they access learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning Manage and monitor student learning and plan what’s next for learning.

✓ Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
✓ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
✓ Engage families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.
Attendance

During the timeframe of the Governor’s mandated school facility closure, OSPI will not be requiring the collection of attendance data through the Comprehensive Education Data and Research System (CEDARS). Districts should establish a district or school-based system of daily or weekly attendance gathering as plans for continuity of learning are established.

Districts should consider a non-credit bearing solution for most grades K–8 and a credit bearing solution for grades 9–12 for the remainder of the school year.

The March 21, 2020, Supplemental Fact Sheet from the U.S. Department of Education clearly states that equity barriers should not prevent schools from offering educational programs and that “these exceptional circumstances may affect how all educational and related services and supports are provided.”

Keep Equity Explicit

- Who are the students (e.g., socio-economic, racial, ethnic, rural, disability) affected by continuous learning policies, programs, practices, or decisions? And, what are the potential impacts of continuous learning on these groups?
- Does this continuous learning policy, program, practice, or decision ignore or worsen existing disparities or produce other unintended consequences?
- How have policymakers and leaders intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, or decision? Can you confirm your assessment in the bullets above?
- What are the barriers to more equitable outcomes to continuous learning (e.g., mandated, political, emotional, financial, programmatic, or managerial)?
- How will you: (a) mitigate the negative impacts, and (b) address the barriers identified above?

Students with Disabilities

- Review Special Education Guidance for supporting students with disabilities through school facility closures
- Any decisions regarding special education and related services for an individual student should be made by the Individualized Education Program (IEP) Team and should not be based on diagnoses, eligibility categories, or blanket policies

English Learners (ELs)

- Provide education support opportunities as defined in state and local plans for English learners (ELs)
- Provide ELs with English language development instruction that is tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible

Educational Programming

- Build in a reflection process with educators and community members for system improvement and supports for safety and social emotional well-being
- Bear in mind that supports, approaches, and resources may evolve as information or needs change
- Ensure student and family feedback informs adjustments and future services
- Provide opportunities for students to self-identify and track personal goals and priorities for their learning
- Focus on what is critical, remain open to feedback, and have grace with your staff and with each other
Align professional learning plans for your staff with information gathered on training needs for educators, students, and families

Provide adequate time for preparation and practice with new technology and build in time for questions to address student needs

Consider and promote “office hours” to provide a consistent, predictable instructional schedule that enables educators to support their own families and health and wellness while also supporting students’ families as they consider how to support their students’ learning

Use online and telephone connectivity; support the methods of access families will be utilizing

Continuous Learning at Lind-Ritzville Cooperative Schools

Curricular Learning Plans should focus on ESSENTIAL STANDARDS.
Instructional Timeline from April 13th to June 19th=10 weeks.

Learning goes on with new learning focused on essential standards. Learning should provide students with the competencies needed to move on to the next level of learning. It is important that students engage in learning. It is essential that parents and teachers work together to support students. Teachers teach; Parents help students engage.

Daily hours for student learning per OSPI guidance:

- K-1=Not to exceed 45 minutes
- 2-3=Not to exceed 60 minutes
- 4-5=Not to exceed 90 minutes
- 6-8=Not to exceed 2.5 hours
- 9-12=Not to exceed 3 hours

Learning Schedules (see appendix 1)

When speaking of Continuous Learning during the school closure, OSPI refers to Standards and Competency Based Learning. This year’s Cooperative learning focus is on Standards Based Learning and Grading, and our school boards have adopted a broad based Competency Based Credits policy.

Prescriptive planning process and grading guide for educators

1. Begin by reviewing the Essential Standards for the subject(s) you teach. Which standards are most essential for students to learn/acquire/demonstrate? Prioritize or sequence the list.

2. List the essential SKILLS and/or KNOWLEDGE students need to acquire in order to achieve mastery for the selected standard(s).

3. a) Provide students with learning options: TASKS, ACTIVITIES, PROJECTS, and/or PRACTICE. Do the learning options support the relevance of the essential standard(s)? Do the learning options contain sufficient scaffolding that will enable all levels of learners to successfully engage? If possible, provide multiple ways for students to engage in TASKS, ACTIVITIES, PROJECTS, and/or PRACTICE.

   b) Provide parents with requests for technology support.

4. Level the learning options into the benchmarks of “Approaching”-2 “Meeting”-3 or “Exceeding”-4 standard. If possible, provide Exemplars for each learning level.

5. What products, or possible products, should students be able to produce and/or demonstrate in order to show they are approaching, can meet, or exceed standard?

   a) Students need to understand the standard and have a clear expectation of what it takes to demonstrate a level 2,3 or 4.

   b) Provide learning option(s) along with whatever explanation and/or instructional strategies you believe they need.

   c) Set students on an engaging learning path. (Resources will be provided)
d) It’s okay to let students struggle, a little, as the teacher mentors from the side rather than lead students every step of the way. Parents should not be burdened with learning support. The parent role is to help students engage in the learning options. There should be regular communication between teachers and parents.

**Teacher Reflection Questions:**
Are students aware of the standards and learning expectations? Can the essential elements of learning be measured and diagnosed in such a way that targeted interventions can be prescribed? Can the essential elements of learning be measured and diagnosed in such a way that targeted enrichment can be prescribed?

### ASSESSING STUDENT LEARNING & GRADING

*Grading: K-8, 8-12 Credit-Bearing Courses & Senior Coursework will be graded differently. OSPI implemented a statewide grading policy that includes rule compliance and local determinations.*

**OSPI Emergency Rulemaking**

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<thead>
<tr>
<th><strong>Required by Emergency Rule</strong></th>
<th><strong>Local Flexibility</strong></th>
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<tbody>
<tr>
<td>Districts must identify essential standards, skills, and knowledge for success in the next course content or grade level.</td>
<td>Districts determine which essential standards are needed for the next grade level or course and the process through which those standards are identified.</td>
</tr>
<tr>
<td>Must use a locally determined letter grade or numerical standards-based (1–4) grading system which will not include “F”</td>
<td>Districts may determine the letter grades or numerical decision (e.g., A, B, C, Incomplete; or A, B, Incomplete; or 4, 3, 2, Incomplete, etc.)</td>
</tr>
<tr>
<td>Must provide feedback from teachers for students to improve their proficiency and grades.</td>
<td>Identify Incomplete or Not Proficient to determine whether a student needs more support before moving to the next grade level or course.</td>
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<tr>
<td>Implement Individualized Education Program (IEP) and 504 accommodations.</td>
<td>Determine how spring 2020 student learning and grading will impact grade level and course placement for the upcoming 2020–21 school year.</td>
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</tbody>
</table>

*Students in grades K–8 will be challenged to demonstrate effort and success in learning standards established by their teachers. Students will move on to the next grade, unless by mutual agreement between parents/guardians and teachers they agree to repeat a grade or a portion of learning missed. Districts will retain complete decision-making on middle school grading practices for students not taking high school credit-bearing courses.*
* Grades 9–12 and middle school students taking credit-bearing high school level work will be graded using the following principles:
  a. Do no harm!
  b. Every student will get an opportunity to improve their grade with their March 17 status as a baseline.
  c. No student will receive a “pass,” “fail,” or “no credit” grade for any course. (Grading practices in place prior to this time that include a “Pass” for IEPs & TAs are still allowable.)
  d. Teachers will assign grades or assign an “incomplete” for students that cannot engage in an equitable way.
  e. Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken.
  f. Students assigned an “incomplete” for a course will be given opportunities to reengage in the learning standards based on local school district decisions in consultation with the student/parents/guardians, including but not limited to:
     i. Summer school,
     ii. Courses in the following term or year,
     iii. Independent study,
     iv. Competency-based courses,
     v. Online courses, or
     vi. Backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area.
  g. All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

Lind-Ritzville Cooperative Schools Standards Based Grading Plan

a) Standards based grading will be used for grades K-8, with the numerical values of 4-3-2 and “Not Proficient” (instead of a “1”) for grades K-5. Letter grade SBG equivalencies of A, B, C and “Incomplete” (instead an “F”) will be used for grades 6-8.

b) 8-12 grade, credit-bearing courses will be assigned letter grades, using the Standards Based Grading methodology of A, B, C, and “Incomplete” (instead of an “F”)

c) Every student will get the opportunity to improve grades with their March 17 status as a baseline. Students may attempt to improve upon current grades with no harm to current GPA. Students at the SBG level of 1 or “not approaching standard” for Semester 2 identified standards, by June 19th may be assigned an “Incomplete.”

d) For credit-bearing courses: Students receiving a Level 1 or “Incomplete” score will be given opportunities to reengage with the learning standards. Reengagement options may include: online courses, backfilling with next course, and/or competency-based credits. Educators will consider reengagement options in consultation with students/parents/guardians.

For Consideration:
Some students will stumble and others falter but it’s from setbacks that we learn to succeed. Failure should be seen as a temporary, not final, setback. Success will beget success. The more some students succeed the more likely others will follow. When success with learning becomes the thing kids do, like to do; are proud of doing; and engaged in doing—others will follow.

Standards Based Grading places greater emphasis on learning over performance. A score of “2” should be considered as no less than a C-. The student is providing sufficient evidence and is approaching standard. While level 2 learning is not yet meeting standard, the score is more diagnostic than a “D”.
For seriously struggling high school learners, we can provide a variety of re-engagement options. Individualized, customized learning options are a good thing. We need not compromise our standards when choosing alternatives. Every learner need not fit into the basic public-school learning mold.

We can adapt the skills and knowledge requirements to better suit individual learners while maintaining the same rigorous standards in a different learning modality. For example, a Directed Studies option in a Competency Based Credits format.

DISTANCE LEARNING PLAN
4 CORE INSTRUCTIONAL PLATORMS

- Google Classroom
- ZOOM/LOOM
- SCREENCASTIFY
- Google Drive/Docs

- Asynchronous Instructional Delivery: 3-5 min. lessons w/varying modalities: (next slide)
- Parental Support- help students engage
- The place to deposit resources, materials, and student work

PROFESSIONAL DEVELOPMENT & TRAINING

RESOURCES
- Jeff Urechitz Seminars
- Jeff Urechitz Blogs
- Google Classroom
- Khan Academy
- Discovery Streaming
- Edublogs

TEACHER CREATED VIDEOS
- ZOOM/LOOM
- Screencastify
### APPENDIX 1: SAMPLE SCHEDULE- Elementary (K–1) (Actual schedules will vary from teacher to teacher)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:25</td>
<td>Reading groups or individual student work</td>
<td>Office Hours Special Services Support</td>
<td>Math groups or individual student work</td>
<td>Office Hours Special Services Support</td>
<td>Writing groups or individual student work</td>
</tr>
<tr>
<td>10:30–1:00</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
</tr>
<tr>
<td>1:00–2:10</td>
<td>Elementary Specialists</td>
<td>Office Hours Special Services Support</td>
<td>1:00–1:40 Elementary Specialists</td>
<td>Office Hours Special Services Support</td>
<td>Elementary Specialists</td>
</tr>
<tr>
<td>2:30–3:30</td>
<td>Reflect and Adjust</td>
<td>Reflect and Adjust</td>
<td>1:40–3:30 Professional Development</td>
<td>Reflect and Adjust</td>
<td>Reflect and Adjust</td>
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Maximum student commitment time does not exceed recommended 45 minutes daily

### SAMPLE SCHEDULE- Elementary (2–3) (Actual schedules will vary from teacher to teacher)

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<td>9:00-10:30</td>
<td>Reading</td>
<td>Office Hours Special Services Support</td>
<td>Math</td>
<td>Office Hours Special Services Support</td>
<td>Writing</td>
</tr>
<tr>
<td>10:30–1:00</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
<td>Plan+Prep</td>
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</tr>
<tr>
<td>1:00–2:30</td>
<td>Elementary Specialists</td>
<td>Office Hours Special Services Support</td>
<td>1:00–1:40 Elementary Specialists</td>
<td>Office Hours Special Services Support</td>
<td>Elementary Specialists</td>
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<tr>
<td>2:30–3:30</td>
<td>Reflect and Adjust</td>
<td>Reflect and Adjust</td>
<td>1:40–3:30 Professional Development</td>
<td>Reflect and Adjust</td>
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Maximum student commitment time does not exceed 60 minutes daily
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<tbody>
<tr>
<td>9:00-10:30</td>
<td>Reading</td>
<td>Office Hours Special</td>
<td>Math</td>
<td>Office Hours Special</td>
<td>Writing</td>
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<td>Services Support</td>
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<td>10:30-1:00</td>
<td>Plan+Prep</td>
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<td>Development</td>
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Maximum student commitment time does not exceed recommended 90 minutes daily
**LIND-RITZVILLE MIDDLE SCHOOL LEARNING SCHEDULE**

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<tr>
<td>8:00--</td>
<td>Planning and Prep</td>
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<td>1st/2nd Period</td>
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<td>2nd and 4th*</td>
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<td>Open Hangouts for additional</td>
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<td>(10:00-10:40)</td>
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<td>SEL/academic support</td>
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<td>3rd/4th Period</td>
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<tr>
<td>11:30 – 12:00 PM</td>
<td>Lunch</td>
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<tr>
<td>5th/7th Period</td>
<td>5th and 7th</td>
<td>6th and Extra Help Sessions</td>
<td>5th and 7th</td>
<td>6th and Extra Help Sessions</td>
<td>Open Hangouts for additional SEL/academic support</td>
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<tr>
<td>12:00-12:40</td>
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<td>6th HELP</td>
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<td>12:50-1:30</td>
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*6th Grade ELA/MATH blocks will start 2nd and 4th periods.

**Every Monday, weekly work assignments will be posted to Google classroom, and teachers will be available during scheduled class blocks to assist students with assigned work.**
### LIND-RITZVILLE HIGH SCHOOL LEARNING SCHEDULE

<table>
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<tr>
<th>Time</th>
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<th>Tuesday</th>
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<tbody>
<tr>
<td>8:00–10AM</td>
<td>Planning and Prep</td>
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<td>Planning and Prep</td>
<td>Planning and Prep</td>
<td>Professional Development Time</td>
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<td>10 - 11:35 AM</td>
<td>1st and 3rd</td>
<td>2nd and 4th</td>
<td>1st and 3rd</td>
<td>2nd and 4th</td>
<td>Open Hangouts for additional academic support</td>
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<tr>
<td>11:35 – 12:00 PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>12:00 – 1:35PM</td>
<td>5th and 7th</td>
<td>6th and Extra Help Sessions</td>
<td>5th and 7th</td>
<td>6th and Extra Help Sessions</td>
<td>Open Hangouts for additional academic support</td>
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*5 minute transition time between classes*
Appendix 2: A Planning Guide for Graduating Seniors

Graduation Guidance and Resources for Graduating Seniors during Long-term School Closures


Credit Requirements

Collect Information, Assess Gaps, and Inform Planning

☐ Work with school counselors, graduation specialists, and student data to assess and catalog in a priority ranking:

- Which seniors are “on track” to graduate, meaning they had a plan to meet credit requirements prior to the school closure; and

- Which courses seniors NEED to complete (e.g., senior-level classes, third year math/science, and other “foundational” courses vs. electives/“flexible” credits).

☐ For educators who teach senior-year and significantly-needed courses, using OSPI’s Resources by Content Area and Bulletin 022-20, determine:

- Which course standards to prioritize; and

- All feasible methods of delivery to provide continuous learning opportunities.

☐ For educators who have mixed grade-level classes, consider pooling together the seniors enrolled in less widely needed “foundational” and “elective” classes into single course-related groups who can be supported by one educator.

- Then determine which standards to prioritize and all possible methods of delivery.

Dual Credit

☐ Establish protocols to maintain ongoing collaboration between K–12 and higher education staff to ensure continued access to dual credit opportunities.

☐ Establish staffing oversight (e.g., AP/IB Coordinator, Registrar, P223 Report Facilitator, School Counselors, CTE Director, etc.) to coordinate services with district/building and higher education partners.
Educators should check regularly for updates to develop timely communication updates and utilize updated guidance from college and organizational partners to ensure smooth running of these programs.

- AP’s [guidance page](#) and [instructional supports](#) page.
- IB’s [guidance page](#) and [instructional supports](#) page.
- CI’s [guidance page](#) and [instructional supports](#) page.

As colleges shift to online learning, schools should collaboratively work with college partners to ensure technology access and help facilitate and communicate about academic support options for College in the High School (CHS), CTE Dual Credit and Running Start students.

Based on recent [guidance posted by the National Association of Concurrent Enrollment Programs](#), schools should check with CTE Consortium Directors regarding CTE Dual Credit and with sponsoring colleges regarding CHS courses as colleges may expect seniors to transition to online to complete their course.

### High School and Beyond Plans (HSBP)

*Collect Information, Assess Gaps, and Inform Planning*

- Work with school counselors, graduation specialists, career specialists, advisors and online HSBP reporting (if available) to assess and catalog in a priority ranking:

  - Which HSBP components seniors still need to complete; and
  - Which seniors have completed a graduation pathway that is aligned with their post-high school goal, as documented in their HSBP.

- If no systemic attempt has yet been made to inform seniors about financial aid options per the [new HSBP requirements in House Bill 1599](#), we recommend connecting with Washington Student Achievement Council’s (WSAC) ReadySetGrad webpage for FREE [12th Year Campaign resources](#) and WSAC staff support.

*Support Seniors to Meet this Graduation Requirement*

- Schools should consider outreach to ensure all seniors can access their HSBPs.
If online, can they connect (correct login, password, etc.)?

If printed learning materials, establish and communicate a distribution process, maybe in connection with existing food and/or academic packet distribution.

Educators directly connecting to helping seniors with their HSBP should provide “office hours” when they can be available for technical assistance.

In light of current school closures and in accordance with new HSBP requirements from House Bill 1599, schools may consider any seniors with disabilities who have current IEP Transition Plans to have “met” their HSBP graduation requirement.

Graduation Pathways

Collect Information, Assess Gaps, and Inform Planning

Work with school counselors, graduation specialists, and advisors to review available information from HSBPs (if available) to assess and catalog in a priority ranking

Which seniors still need to complete a graduation pathway that is aligned with their post-high school goal, as outlined in their HSBP, and

What relevant coursework or aligned assessment(s) need to be completed.

When determining what continuous learning opportunities to provide seniors, priority should be given to assisting seniors with specific course requirements that could lead to completion of a graduation pathway.

Support Seniors to Meet this Graduation Requirement

Schools should outreach directly to seniors who need to meet a graduation pathway and develop a plan for completing necessary coursework or possible assessments.

Educators should provide “office hours” when they can be available for technical assistance.