

Issaquah School District
COURSE EQUIVALENCY PROCESS
Beginning with Students Entering High School in 2008 (Class of 2012)

What is equivalency?

Equivalency (formerly “cross crediting”) is the determination of high school courses which satisfy more than one subject area requirement. The determination is a local district decision based on relevant law, policy and the district’s standards.

Purpose of Equivalency:

- To bring the ISD into compliance with State law - WAC 180-51-050 *Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credits.*
- Insure integrity in the course/s for which equivalency credit is offered by verifying that consistent standards are met, i.e. EALRs/GLEs at Benchmark 3 or above, or appropriate recognized national standards.

Issaquah School District High School Subject Areas:

- Arts (visual and performing)
- English (reading, writing and communications)
- Health and Fitness
- Mathematics
- Occupational Education (now known as Career and Technical Education) CTE encompasses a variety of subject areas in the pathways of Agriculture and Science, Business and Marketing, Health and Human Services, Technology Education, and Trade and Industry.
- Science (physical, life, earth)
- Social Studies
- World Languages (includes American Sign Language)

Which ISD courses are considered equivalent?

In the past, course equivalency had been determined by each high school individually. There was no consistency of uniformity across the district in terms of guidelines or standards. Beginning with the 2008-2009 course guides (as applied to the graduating class of 2012), all courses designated as “equivalents” must be approved by the new District Equivalency Committee process. Please note: Previously determined equivalencies for students in the classes of 2008-2011 will be honored.

What process will be used to review and determine equivalencies?

Step 1: Building Request for Equivalency Evaluation (June 15 or October 31)

- A. There will be two submission opportunities. The spring deadline is June 15. The fall deadline is October 31. Teachers are encouraged to submit in the spring to allow ample opportunity to address any gaps and resubmit in the fall.
- B. Teacher(s) will submit a course outline and other supporting documents to their department head and then to the building principal for their signatures and comments. Principals will share the equivalency requests through their building curriculum process.
- C. The principal will submit the requests to the Executive Director of High Schools by a specified deadline.

Step 2: Initial Evaluation: Screening of Request (June 30 or November 9)

- A. For all equivalency requests, the committee will:
- Identify the EALRs/GLEs at Benchmark 3 and/or appropriate recognized national standards
 - Review what students do to gain the above-identified learning
- B. Additional CTE Equivalency Criteria (WAC 180-51-061):
- The applications of EALRs/GLEs at Benchmark 3 are covered within *the context of preparing for work*.
 - The application of foundational and occupational specific skills required to meet current industry-defined standards. Occupational skills must meet current industry standards which are aligned to a recognized CTE program area **identified by an approved CIP code and endorsed by OSPI**. CIP codes are listed at this web site:

<http://www.k12.wa.us/careerTechEd/pubdocs/06-07-OSPI-CTE-CIP-Chart-by-CIP.pdf>
 - Knowledge of multiple career options--the degree to which students explore and have exposure to multiple career options within a career pathway related to the course.
 - Employability skills and leadership skills as defined in the OSPI CTE websites:

<http://www.k12.wa.us/careerTechEd/pubdocs/CoreEmployabilitySkills-March03.pdf>

<http://www.k12.wa.us/careerTechEd/pubdocs/CoreLeadershipSkills-March03.pdf>
- C. The committee will determine whether the course meets equivalency standards for spring requests by June 30 or November 9 for the fall requests.
- **Meets Standard for Equivalency**—course will be listed as an equivalency in the course guide for the following school year.
 - **Does Not Meet Standard for Equivalency**—feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.

Step 3: Secondary Evaluation (For courses that did not meet standard in the June 30th or November 9th evaluations)

If the course did not meet standard for equivalency, the teacher(s) will have an opportunity to address the gaps and request another evaluation. Due dates for a secondary evaluation of the spring requests will be by November 9 and for the fall requests it will be November 15.

Step 4: Updating District-Approved Equivalency List (November 15, 2007)

- The approved list will be published by the committee no later than **November 15** of the school year for inclusion in each school's course catalog and will apply to the following school year.
- Deletion of equivalencies will apply only to the following year's freshman students. Students who will be sophomores, juniors and seniors that following year will be allowed to use the previously published equivalencies.

Who Will Determine Equivalency Credits?

A centralized committee will evaluate equivalency requests. The committee will meet periodically throughout the year as needed and will include the following members:

- Assistant Superintendent of Teaching and Learning Services (*Brogan*)

- Executive Director of High Schools (*Gallagher*)
- Director of Career and Technical Education (*Corr*)
- Content Specialist (*will vary*)
- High School Counselor representatives (*Bonanno and Kuehn*)
- Principal or Assistant Principal (*Deletis*)

<i>Subject</i>	<i>Relevant Law or Policy</i>
English Reading, Writing, Communications	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061)
Mathematics	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061)
Science Physical, Life, Earth	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061)
Social Studies World Studies/World Cultures Studies European Studies U.S. History/American Studies	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061)
Health and Fitness	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061)
Arts Visual —sculpting, ceramics, glass, painting, calligraphy, drawing/sketching, photography, film, video, TV, animation, holography, graphic design, printmaking Performing —music, opera, dance, theatre, film, mime, comedy, puppets, and performed poetry (Source: State Board of Education)	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content (Source: WAC 180-51-061) An arts class for one full credit is non-substitutable, meaning that all students in high schools will receive instruction in quality arts programs for at least one full year of study. (Source: State Board of Education)
Occupational Education <i>Occupational education</i> means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations.	At a minimum, these competencies shall align with the definition of an <u>exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction.</u> (Source: WAC 180-51-061). According to 2005 CTE Program Standards (OSPI), students who enroll in exploratory courses should: 1. Demonstrate the application of essential academic learning requirements and Grade Level Expectations in the context of preparing for work. 2. Demonstrate occupational specific skills required to meet industry defined standards 3. Demonstrate knowledge of more than one career option within a chosen pathway. 4. Demonstrate employability skills and leadership skills. A non-CTE course can meet the Occupational Education one credit graduation requirement as long as it delivers the four outcomes stated above. (Source: State Board of Education)

WAC 180-51-025 The content of courses and the determination of which courses satisfy particular subject area requirements and whether a **particular course may satisfy more than one subject area requirement** shall be determined locally in accordance with written policies adopted by boards of directors of districts. Provided, that if a foreign language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.