

Reimagine Learning

How Inclusionary Practices, Equitable
Grading and Course Flexibility
Support Every Learner



Vision



Washington Office of Superintendent of
PUBLIC INSTRUCTION

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is **characterized by high expectations for all students and educators.** We achieve this by developing **equity-based policies and supports** that empower educators, families, and communities.

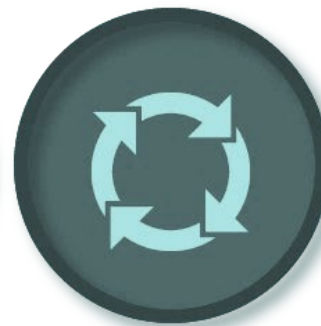
Values



Ensuring Equity



Collaboration
and Service



Achieving
Excellence
through
Continuous
Improvement



Focus on the
Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Presenters



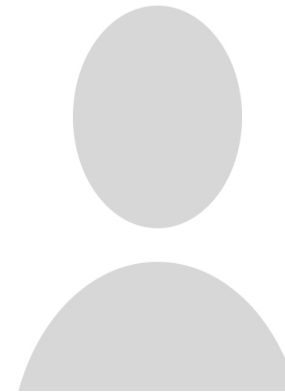
Cassie Martin (she/her)
OSPI Executive Director of
Special Education
cassie.martin@k12.wa.us



Alexandra Toney (she/her)
OSPI Special Education
Program Supervisor
alexandra.toney@k12.wa.us



Kim Reykdal (she/her)
OSPI Director of Graduation and
Pathway Preparation
kim.reykdal@k12.wa.us



Erin Furda (she/her)
Sehome High School
IEP Case Manager & Teacher
Erin.furda@bellingshamschools.org



Sonia Cole (she/her)
Sehome High School
Assistant Principal
sonia.cole@bellingshamschools.org

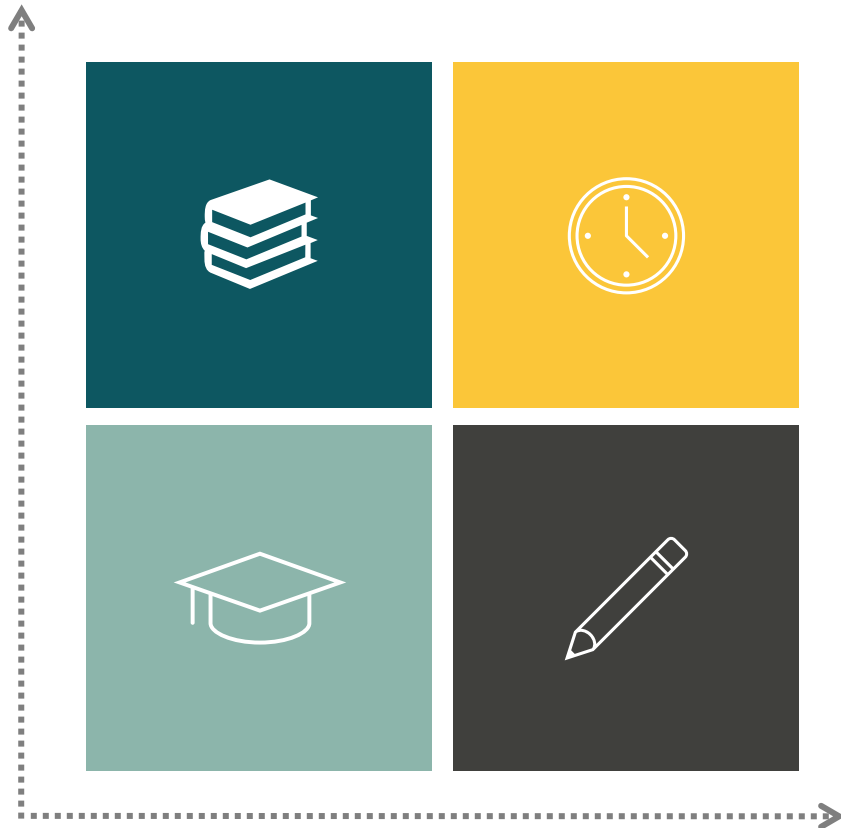


Who is in the room with us?

- ✓ Elementary Principals/APs
- ✓ Secondary Principals/APs
- ✓ Superintendents
- ✓ Special Education Directors
- ✓ District-level leaders
- ✓ Administrator Interns
- ✓ ESD staff
- ✓ Other amazing leaders we missed...?



Key Concepts



Establishing the Why ~ Supporting all Students

Flexibility to Support All Student Learn

Sehome High School Presentation

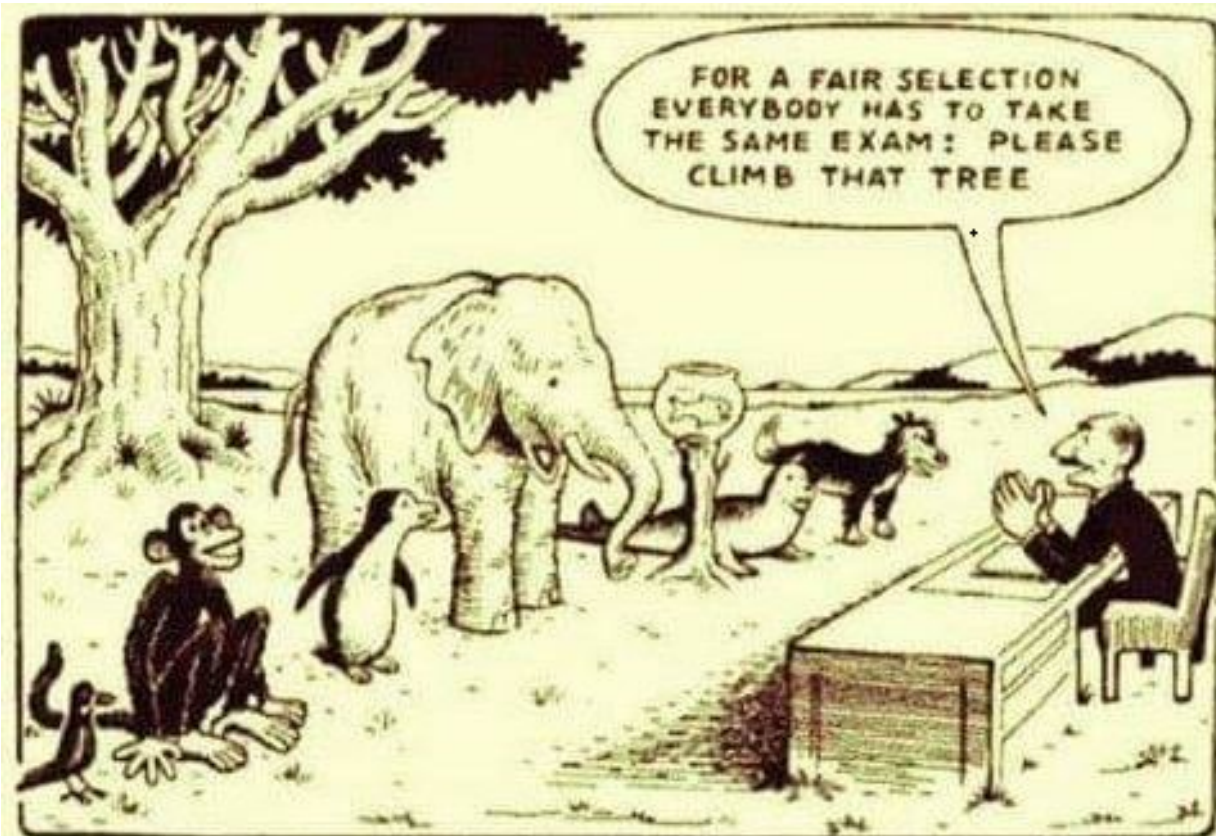
Resources to Support School Teams and Students



A One-Size-Fits-All Approach to our K-12 Education System is Not an Option....



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Our Education System

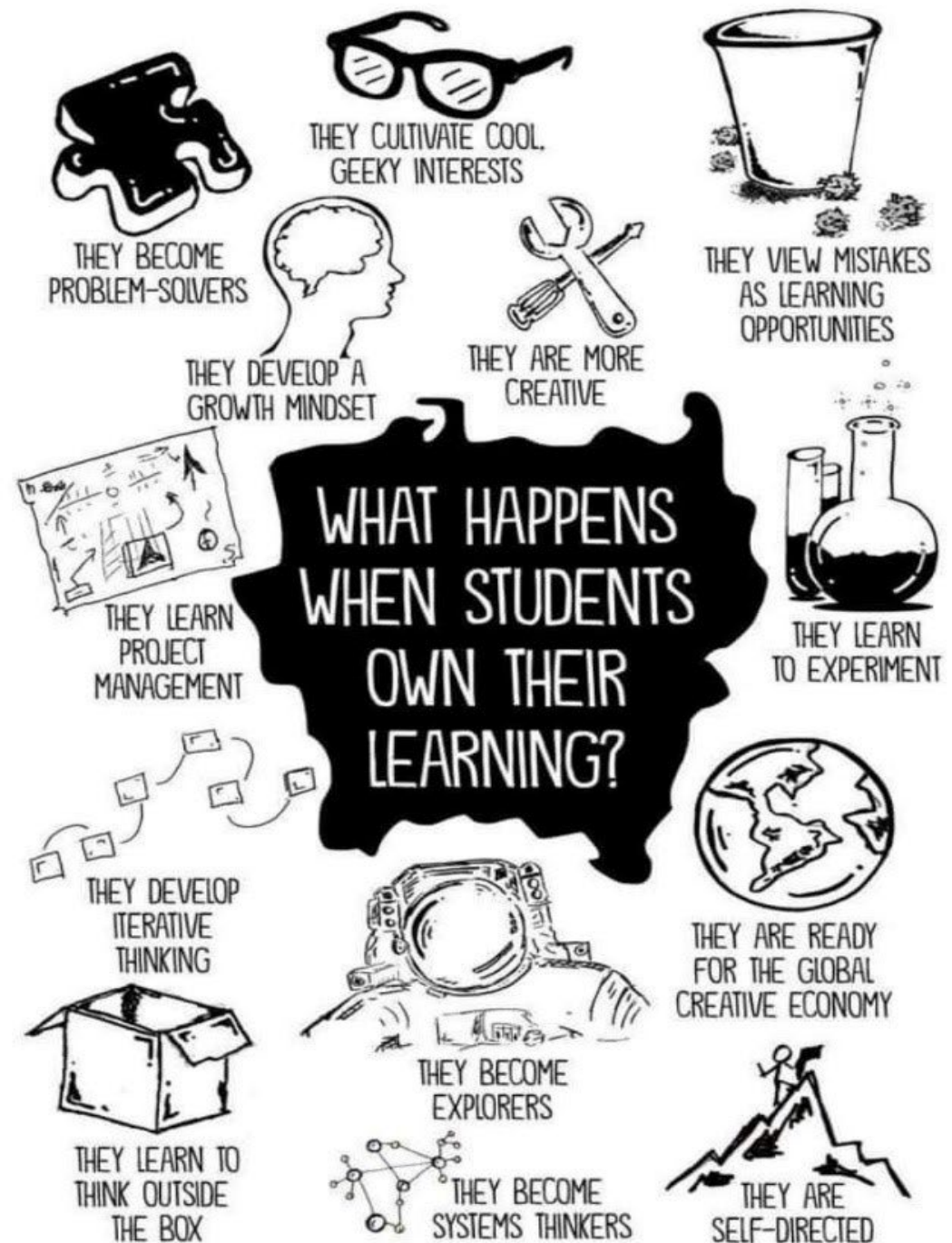
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*All students
prepared for
post-secondary
pathways,
careers, and
civic
engagement.*



“
We
You do not rise to the
level of your goals.
You fall to the level of
We your systems.

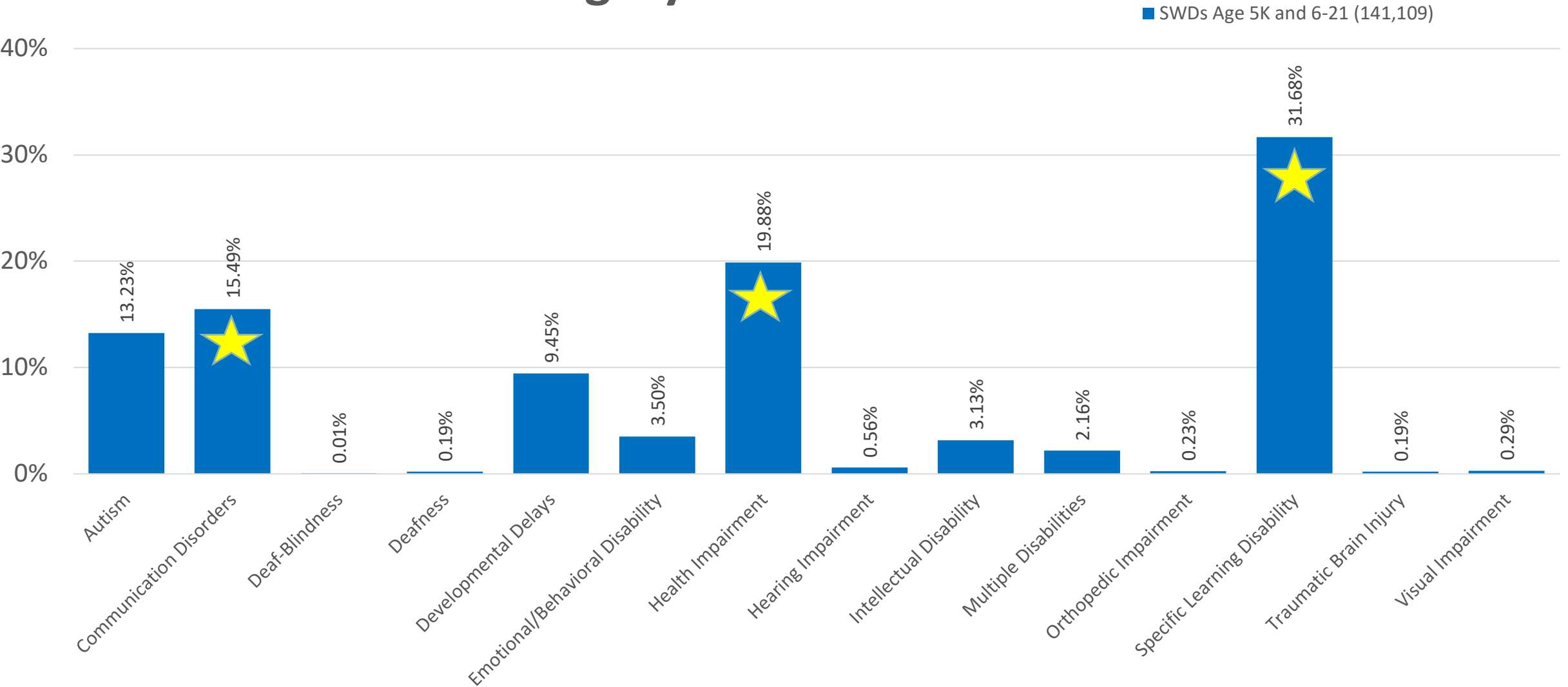
JAMES CLEAR
Atomic Habits

We must work together
to “transform K–12
education into a system
that is centered on
***closing opportunity
gaps*** and characterized
by ***high expectations
for all students*** and
educators.”



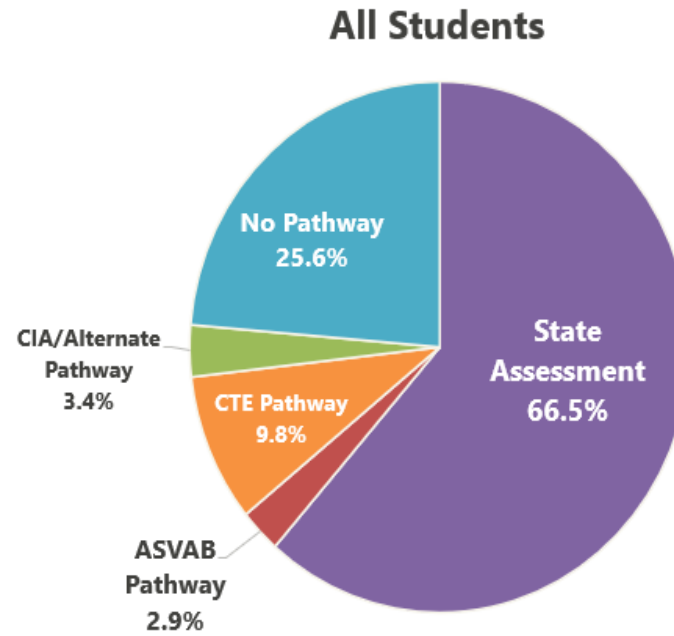
Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022 WA Students with Disabilities, by Eligibility Category

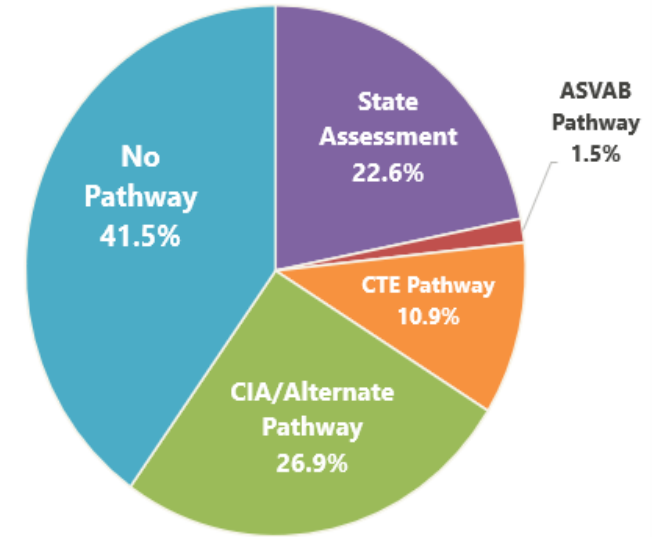


Closing the Gap in Pathway Preparation

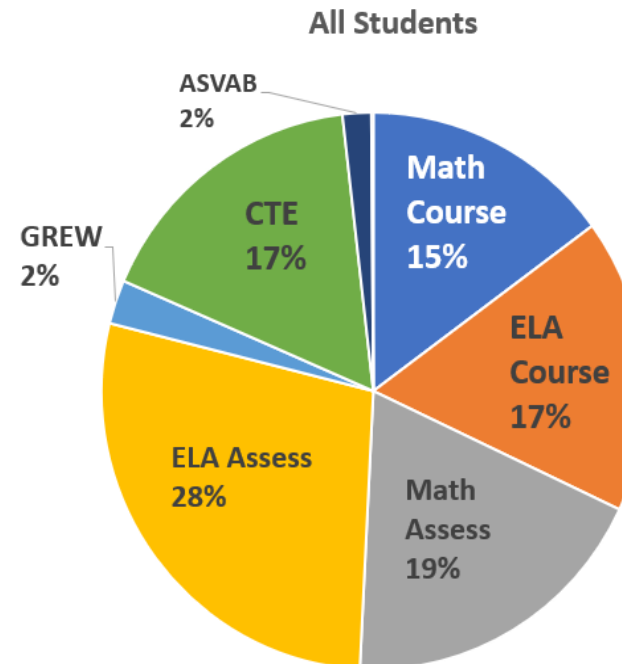
Class of
2020



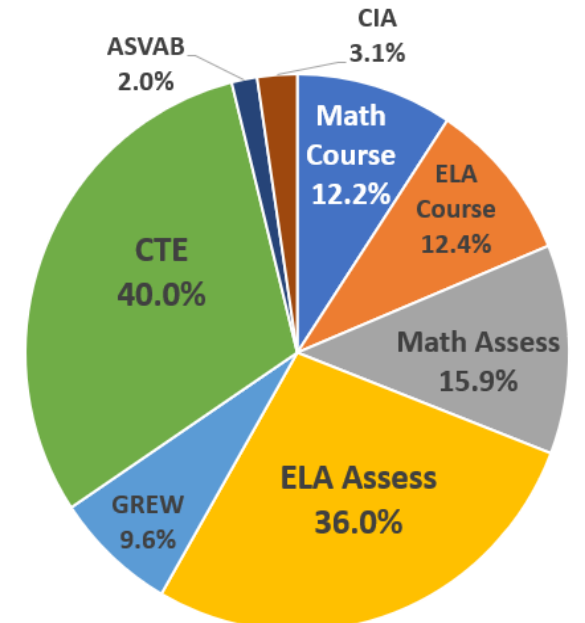
Students with Disabilities



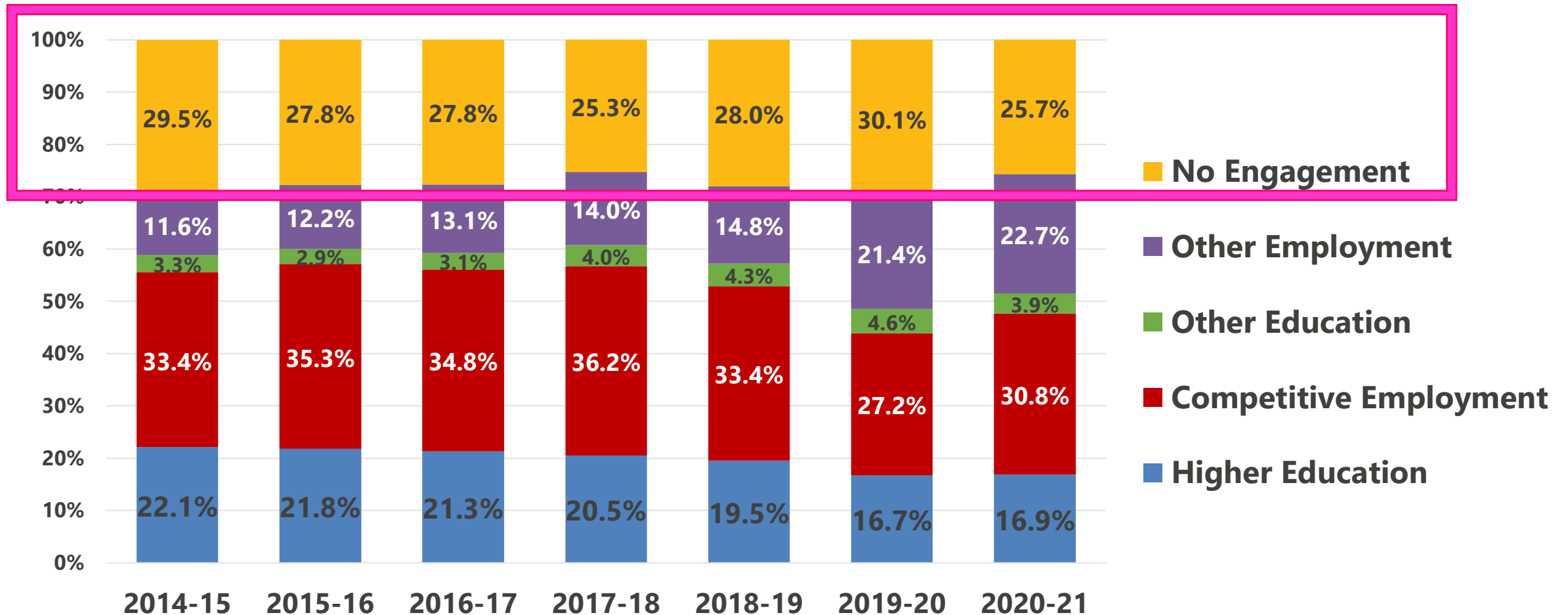
Class of
2021



Students with Disabilities



Post-School Outcome Data Trends



Source: [Center for Change in Transition Services](#), Seattle University. (2023). *Indicator B-14 Post-School Outcome Report, 2020-21, Washington state.*



Evidence-Based Predictors for Student Success

- Career Awareness
- Community Experiences
- **High School Diploma Status**
- **Inclusion in General Education**
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Family Involvement
- Program of Study
- Self-Determination/Self-Advocacy
- Self-Care/Independent Living Skills
- Social Skills
- Student Support
- Transition Services
- Career and Technical Education (CTE)
- Work Study



Layered Academic Support Explained in Ice Cream

All students are general education students first.

- They earn high school level credit by demonstrating mastery of grade level academic learning standards of courses
- General Education teachers are experts of the learning standards for the courses they are assigned



Some students also have an Individualized Education Program (IEP).

- Special Education Instruction provides an additional support to students
- Special Education Teachers are experts at differentiating and supporting access to content
- Resource rooms or self-contained classroom instruction do not earn high school core content credit unless it aligns with grade level learning standards for that credit area





Flexibility to Support All Students' Learning

**How are you
currently
providing
flexible ways
for all
students to
learn?**



menti.com



Mentimeter

Go to Menti.com and enter
the code on the screen to
respond to this question.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Possible Practices to Increase Student Learning and Engagement via Flexibility

- Balanced Calendars ~ see OSPIs [Feb. 2023 GATE Equity Webinar](#)
- Master Scheduling
- Graduation Pathways ~ [new policy from SBE ~ HB1308!](#)
- Mastery-based Crediting ~ [Updated Handbook from SBE](#)
- ***CTE Course Equivalencies*** ~ new policy from [SB5617!](#)
- ***Universal Design for Learning within Courses***
- ***Learning Progressions Based on Grade Level Standards***
- ***Co-teaching (Gen Ed & Special Ed teachers)***
- ***Comparable Content Course Substitutions***



WAC 180-51-115 ~ Procedures for Granting HS Credit for Students with Disabilities

Pre 2020

In *limited circumstances*, IEP teams could exempt students from grad reqs. in Chapter 180-51 WAC if there was a direct relationship between failure to meet the req. and the student's specific limitation(s)

[Special
Education
Guidance on
WAC 180-51-
115](#)

Since January 2020

In *limited circumstances*, when determined necessary by the IEP team due to the student's unique needs related to their disability, a credit and subject req. may be substituted with comparable content course work aligned with the student's HSBP.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Example 1

Flexibility through CTE Course Equivalencies

Districts can use any available statewide or a locally created CTE Course Equivalency framework that aligns academic content learning standards with a CTE course. Transcripts must reflect the academic content course.

Statewide Equivalencies

NOTE: To sort a column alphabetically, click on the column header.

CIP Code	CTE Course/Framework	Equivalency	Program Area
261201	Agricultural Biotechnology (DOCX)	Life Science or Lab Science	Agricultural Education
010201	Agricultural Power and Technology (DOCX)	Lab Science	Agricultural Education
010308	Agroecology and Sustainability (DOCX)	Life Science or Lab Science	Agricultural Education
010901	Animal Science (DOCX)	Biology or Lab Science	Agricultural Education
100304	Animation Technology Video Graphic (DOCX)	Geometry	Skilled & Technical Sciences
110201	AP Computer Science Principles (DOCX)	3rd Year Math	Business & Marketing

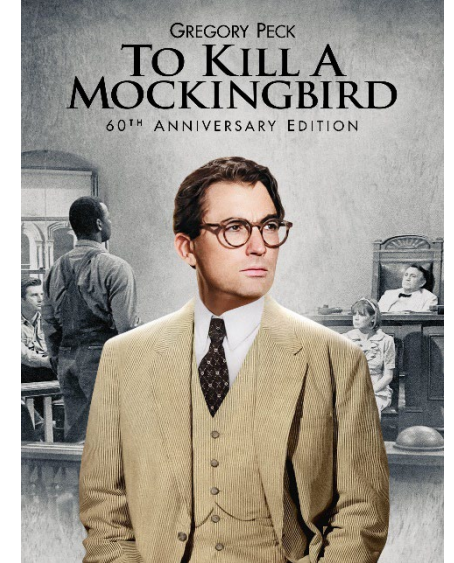
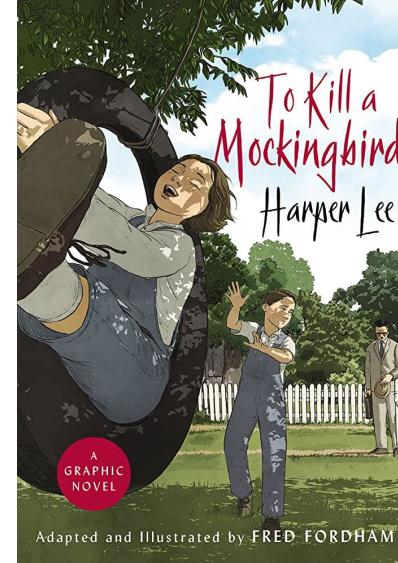
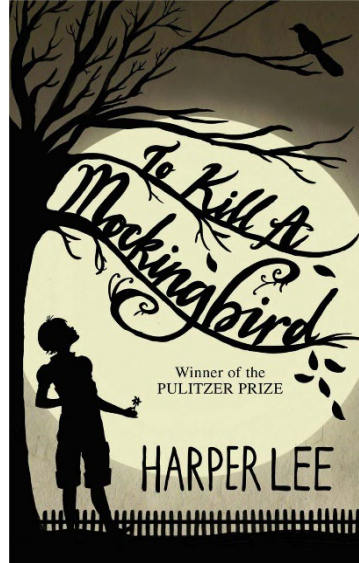


Example 2

Flexibility Within a Required Course

English Course can utilize principals of Universal Design for Learning (UDL) to provide flexibility in how students engage with the content and learning standards of a course.

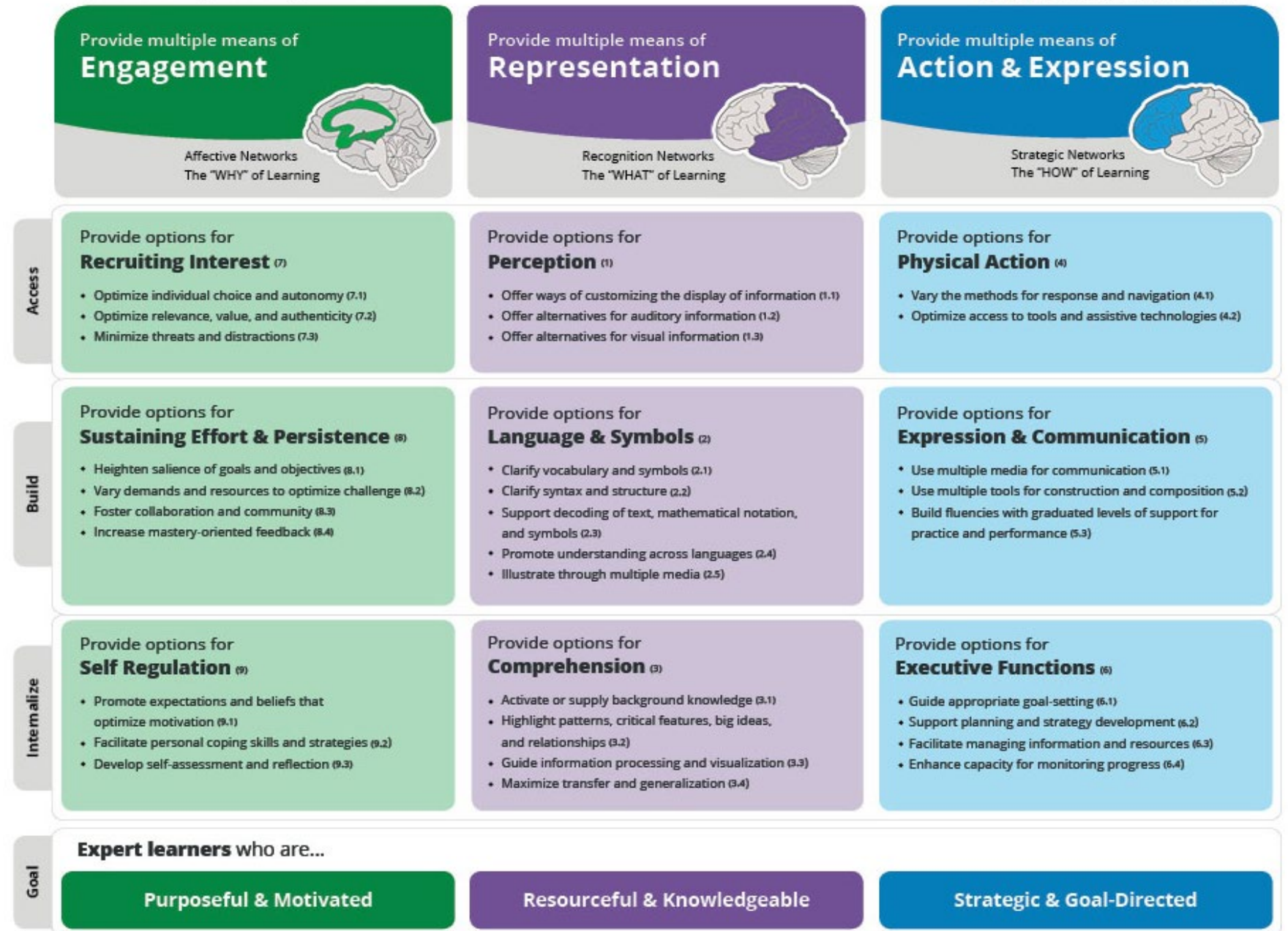
- Full text Novels
- Condensed Text Novel
- Graphic Novel
- Theater Production or Movie



Universal Design for Learning

The Universal Design for Learning Guidelines

CAST | Until learning has no limits™



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Example 3

Flexibility in Course Selection

Comparable
Content Course
Substitution with
modified **depth**,
breadth or
complexity



Construction
Math for
Geometry Credit



Graphic Novel 1
for English
Language Arts
Credit



WA-AIM Access Framework is one model on how to support access and progress in grade level learning standards



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Mathematics		High School		
Domain: Geometry-Congruence				
Cluster: Understand congruence in terms of rigid motions				
Washington K–12 Learning Standard	Essential Element	ACCESS POINTS Built on Three Levels of Complexity		
		More Complex◀ · · · ◀ · · · Intermediate · · · ▶ · · · ▶ Less Complex		
HS.G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	EE.G-CO.6–8. Identify corresponding congruent and similar parts of shapes.	Student will identify corresponding congruent angles in two similar triangles.	Student will identify corresponding sides in similar rectangles.	Student will identify regular figures that are similar.



ENGLISH LANGUAGE ARTS			High School	
Strand: Reading: Informational Text				
Sub-strand: Key Ideas and Details				
Washington K-12 Learning Standard	Essential Element	ACCESS POINTS Built on Three Levels of Complexity		
		More Complex◀ ···◀ ··· Intermediate ···▶ ···▶ Less Complex		
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	Student will identify details to support a given inference from a text.	Student will identify details to support an explicit statement from a text.	Student will identify details from a text.

Providing Flexible Ways for Students to Learn...



Increases opportunities for students to engage in rigorous and high interest content.



Increases student interest and engagement.



Does not need to be a separate course and is not a strategy to make a course easier or decrease rigor.



Is a necessary part of inclusionary practices.





Sehome High School

What is Co-Teaching?



When we say "co-teaching" we mean . . .

- Co-**planning**
- Co-**instructing**
- Co-**assessing**
- Co-**family engagement**

Parity: Teachers are Equals



- Shared planning & space
- Both names are on the door, syllabus, emails, etc. . .
- 2 teacher desks
- Use of “we”
- 1st day introductions

Why do we co-teach?

- Increase teacher to student **ratios**
- Increase access to **general education teachers** and **grade level curriculum**
- Increase access for all students to **diverse peer group**
- Leverage **teacher strengths**



Grading & Assessment

- What is fair?
- What is equitable?
- What is ethical?



WX #1
I was sitting in the back seat of my dad's car, cold sweat soaked my socks. Rigging my hands I thought of destination ahead, the first day of Freshman year at my new school. As the car pulled in to the parking lot I had to see the towering crowd of potential bullies, I gripped my seat.

WX #1
The new teacher was terrifying and was talking about teeth.
See - near - small

WX #1
As I waited in line my veins stomach churned and ached. I watched the roller coaster take off and I stepped forward in line, suddenly regretting my decision to be here even more, which I didn't think was possible.
"You're next." Said the worker in a monotone voice. I exhaled shakily.
"Okay. Thanks." I stepped onto the platform and sat down in the roller coaster. The butterflies were eating my stomach.
He checked that I was buckled and stepped away. I gripped onto the side bar. Suddenly I shot away into the sky and it was a blood-curdling scream. My stomach was doing flips. We went up and down and side to side and I feared for my life the whole time. Everything was a messy blur.
The ride finally came to a stop and I stepped off feeling dizzy.

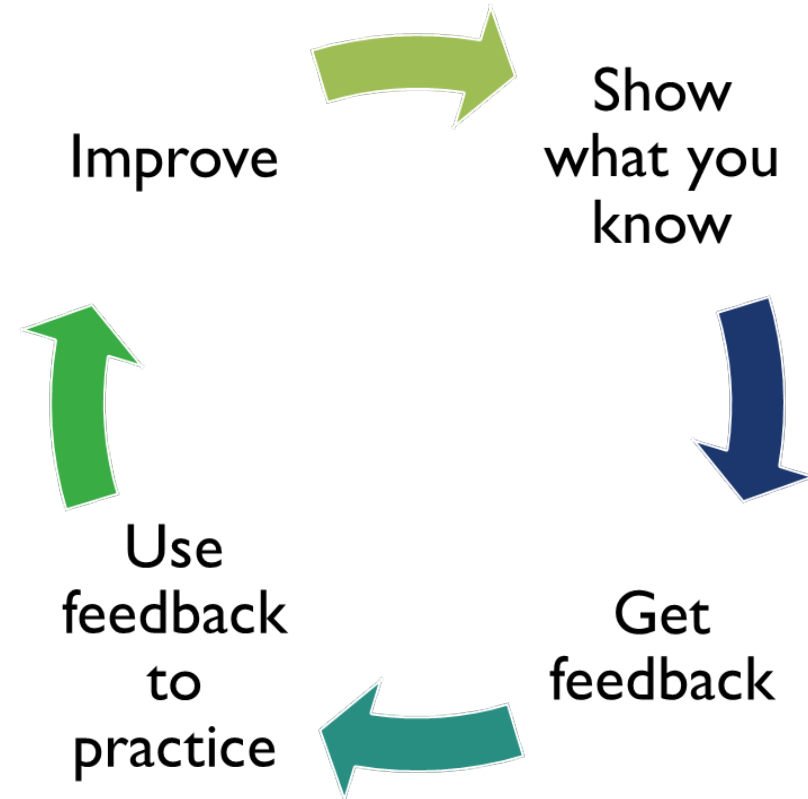
Grading & Assessment

Standards Based Grading

- Clear objectives (tied to standards)
- Grade-free practice opportunities
- Aligned summative assessments

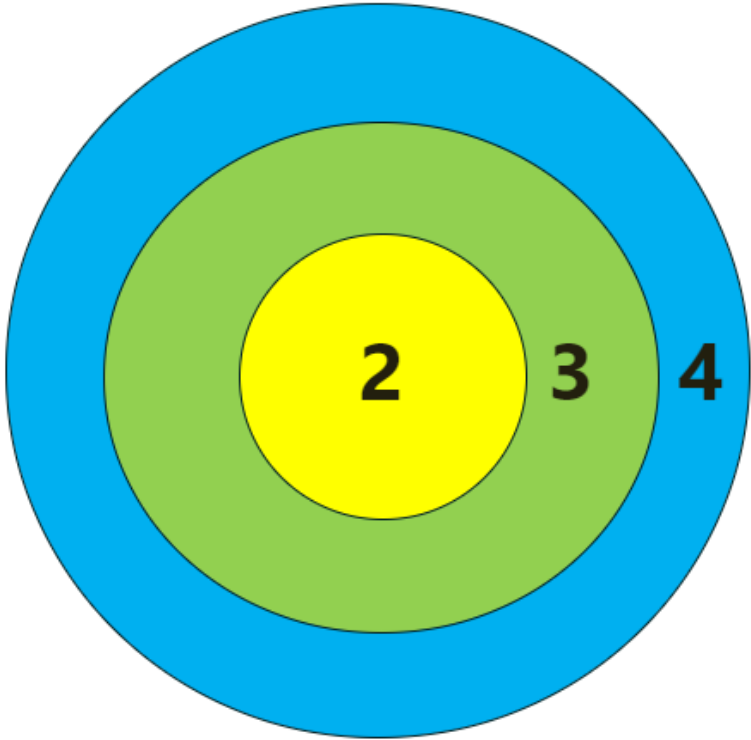
Sound Assessment Practices

- Formative assessment
- Actionable feedback
- Self-assessment
- Re-assessment



Standard/Learning Goal			
1/D/NC	2/C	3/B	4/A
Deficit	Deficit	Grade level goal	Extra!

Standard/Learning Goal			
1/D/NC	2/C	3/B	4/A
Approaching grade level	Grade level emerging	Grade level developing	Grade level confident (or extending)
Access point	Essential Concept	More complexity	More complexity



Biology Example



OBJ 3: MEIOSIS I can:

- Explain what happens to the chromosomes inside a cell during each phase of **Meiosis**.
- Compare/contrast the process and purpose of **Meiosis** to the process and purpose of **Mitosis**.

Self-Score: _____ Teacher Score: _____

1/D/NC

Approaching grade level

2/C

Grade level emerging

3/B

Grade level developing

4/A

Grade level competent
(or extending)

Access point

Essential Concept

Know the purpose of meiosis.
Know which types of cells do/do not go through meiosis.

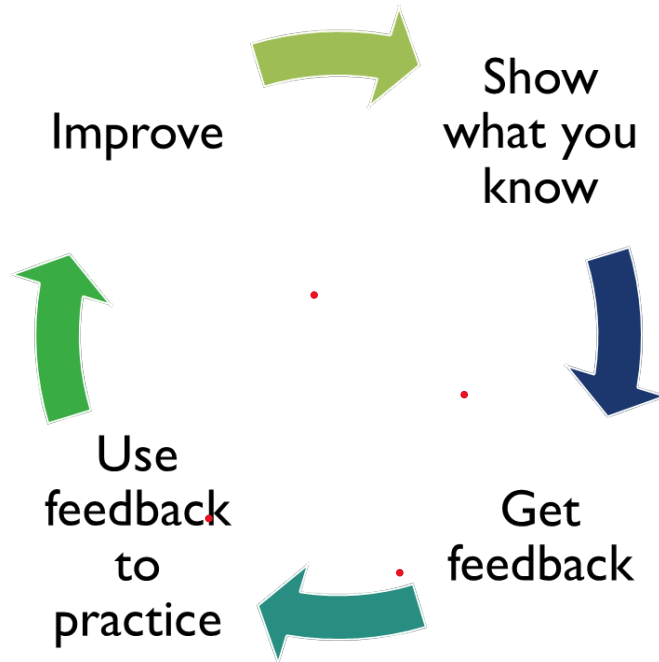
More complexity

Know the phases of meiosis.

More complexity

Compare and contrast the purpose, phases, and outcomes of meiosis and mitosis.

Formative Assessment



FA#6 Obj 5: Self-	Sum	Re-Asses
19-Dec		
AB	3	3
1	0	1
2	4	1
3		4
AB	4	3
AB	3	3
3	4	2
2	2	3
AB	3	2
4	4	4
3	3	3
1	2.5	2
4	4	3
AB	1.5	2
1.5	0	1
4	4	4
1	1	2
1.5		2
1	1	3
3.5	4	4
4	4	4
3	2	3
3	4	3
2	3	4
2	3	4
1	4	1
4	4	4
4	4	4
2		2

UNIT 3 FORMATIVE ASSESSMENT #3.5: Meiosis

3.5 MEIOSIS

- I can explain what happens to the chromosomes inside a cell during each phase of meiosis.
- I can compare/contrast the process and purpose of meiosis to the process and purpose of mitosis.

Success Criteria Self Assessment:

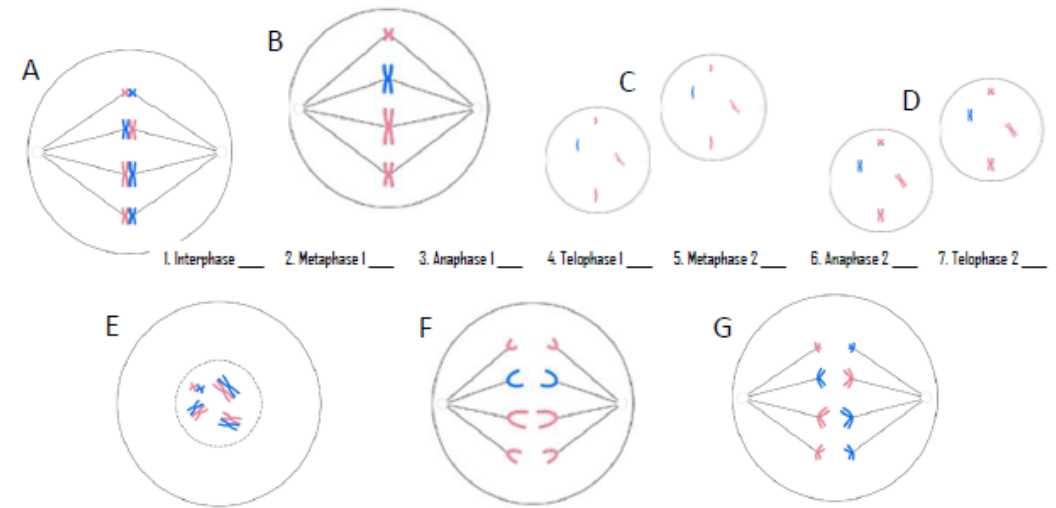
Once you are done answering the questions below, use the descriptions to the right to determine your personal level of understanding for this learning objective, and write the number that best describes your understanding.

After class discussion, I am at a:

4	Confident understanding I could teach this to someone who was absent today
3	Clear understanding I can explain my thinking
2	Some understanding but also some confusion I think I know the answer, but I can't explain why
1	I do not know how to do this work yet

- What is the purpose of Meiosis? Make sure to recognize that "Meiosis" is different from "Mitosis".

- Place the following diagrams of cells into the correct order for events in Mitosis. You do not need to know the names, merely place them in order by correct events, starting with INTERPHASE.



- In the diagrams above, draw a circle around one homologous pair, and draw a box around one sister chromatid.

OBJ 3: MEIOSIS I can:

- Explain what happens to the chromosomes inside a cell during each phase of **Meiosis**.
- Compare/contrast the process and purpose of **Meiosis** to the process and purpose of **Mitosis**.

Self-Score: _____ Teacher Score: _____

Level 2: Summative Assessment

- What is the purpose of **Meiosis**?
 - To organize chromosomes equally while making new cells
 - To reproduce new cells as quickly as possible
 - To organize chromosomes equally while making new reproductive cells, eggs and sperm
 - To make identical copies of chromosomes
- Why do human reproductive cells go through **Meiosis** instead of Mitosis?
 - So that each of the 4 new cells has the **exact same number of chromosomes** as the original cell in interphase
 - So that each of the 4 new cells **has half the number of chromosomes** as the original cell in interphase
 - So that each of the 4 new cells has **twice the number of chromosomes** as the original cell in interphase
 - So there will be 4 new cells, **because we need more eggs and sperm than we need body cells**
- In which human body cells does **Meiosis** occur?
 - skin cells
 - lung and heart cells
 - ovaries and testes cells
 - Meiosis occurs in all body cells!
- Bacteria do not go through the process of **Mitosis** because:
 - They do not need to reproduce
 - They do not need to waste energy organizing multiple chromosomes
 - They want to make cells really quickly
 - They do not have a nucleus for chromosomes
- Bacteria do not go through the process of **Meiosis** because:
 - They do not need to reproduce
 - They do not need to waste energy organizing multiple chromosomes
 - They want to make cells really quickly
 - They do not have a nucleus for chromosomes

Level 2 - Scaffolded

- What is the purpose of **Meiosis**?
 - To reproduce identical cells as quickly as possible
 - To organize chromosomes equally while making new reproductive cells, eggs and sperm
 - To make copies of chromosomes
- Why do human reproductive cells go through **Meiosis** instead of Mitosis?
 - Because each of the 4 new cells needs **the exact same number of chromosomes as the original** cell in interphase
 - Because each of the 4 new cells needs **half the number of chromosomes as the original** cell in interphase
 - Because **we need more eggs and sperm** than we need body cells
- In which human body cells does **Meiosis** occur?
 - eye cells
 - lung and heart cells
 - ovaries and testes cells
 - Meiosis occurs in all body cells!
- Bacteria do not go through the process of **Mitosis** because:
 - They do not use eggs and sperm to reproduce
 - They do not need to waste energy organizing multiple chromosomes
 - They want to make cells really quickly
- Bacteria do not go through the process of **Meiosis** because:
 - They do not use eggs and sperm to reproduce
 - They do not need to waste energy organizing multiple chromosomes
 - They want to make cells really quickly

OBJ 3: MEIOSIS I can:

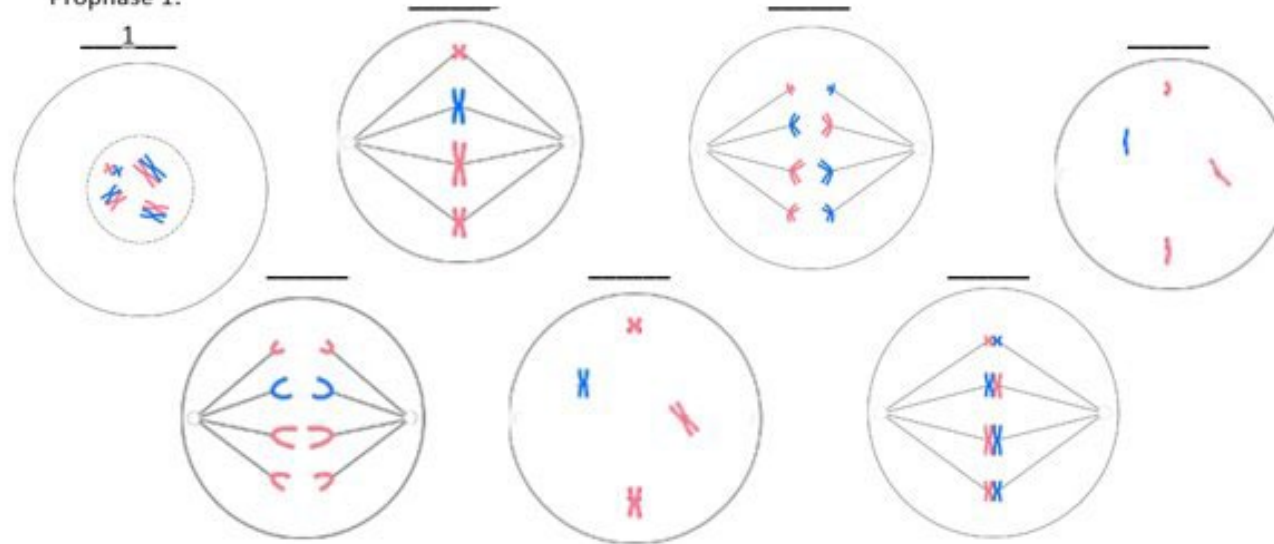
- Explain what happens to the chromosomes inside a cell during each phase of **Meiosis**.
- Compare/contrast the process and purpose of **Meiosis** to the process and purpose of **Mitosis**.

Self-Score: _____ Teacher Score: _____

Summative Assessment **Level 3** - All

5. The cell diagrams below represent cells in some of (not all) different phases of **Meiosis**. Starting with Prophase 1, which is marked for you with a #1, place the rest of the cells in the correct order in which they occur in **Meiosis**, by labeling them with numbers on the lines.

Prophase 1:



OBJ 3: MEIOSIS I can:

- Explain what happens to the chromosomes inside a cell during each phase of **Meiosis**.
- Compare/contrast the process and purpose of **Meiosis** to the process and purpose of **Mitosis**.

Self-Score: _____ Teacher Score: _____

Level 4: Summative Assessment

6. Compare/contrast **Mitosis** to **Meiosis**. You may use a Venn diagram, double bubble, drawn examples, and/or write out your thoughts as a list or in paragraph form.

Include:

- The purpose of each
- The phases and process of each
- The outcomes of each

Be as specific and detailed as you can.



Level 4 - Scaffolded

7. Compare and contrast **Mitosis** and **Meiosis**. For each statement below, choose *Mitosis*, *Both*, or *Meiosis*.

Statements	Mitosis	Both	Meiosis
Produces new cells.			
Cells go through prophase, anaphase, metaphase, and telophase.			
Purpose is to make egg and sperm cells for reproduction.			
Produces human daughter cells with 46 chromosomes.			
Produces human daughter cells with 23 chromosomes			
Produces two daughter cells.			
Includes a phase that separates <i>homologous pairs</i> .			
Starts with a single cell.			
Includes a phase that separates <i>sister chromatids</i> .			
Goes through 4 stages total (plus interphase).			
Goes through 8 stages total (plus interphase).			
Includes <i>crossing over</i> .			
Produces cells with <i>genetic variety</i> .			

Layers of Accommodations and Modifications

1 on 1 support

Reduce # of questions

Separate location for testing

Extra time

Embedded notes or scaffolds

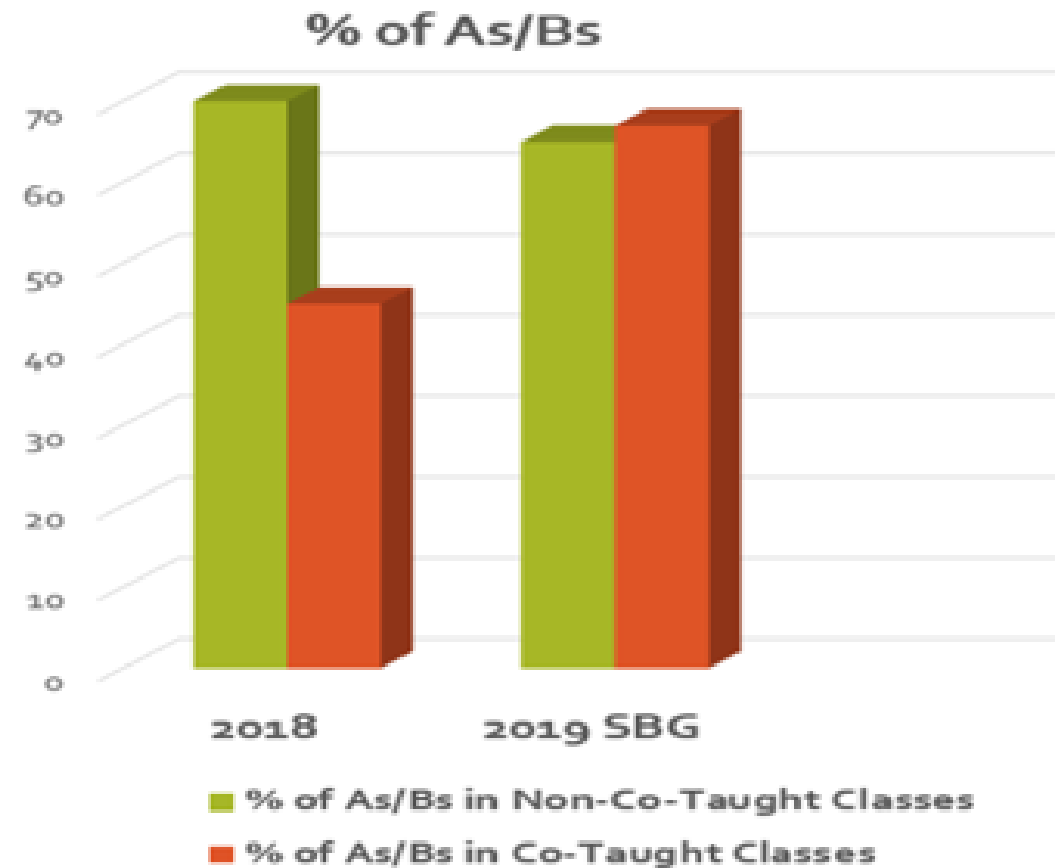
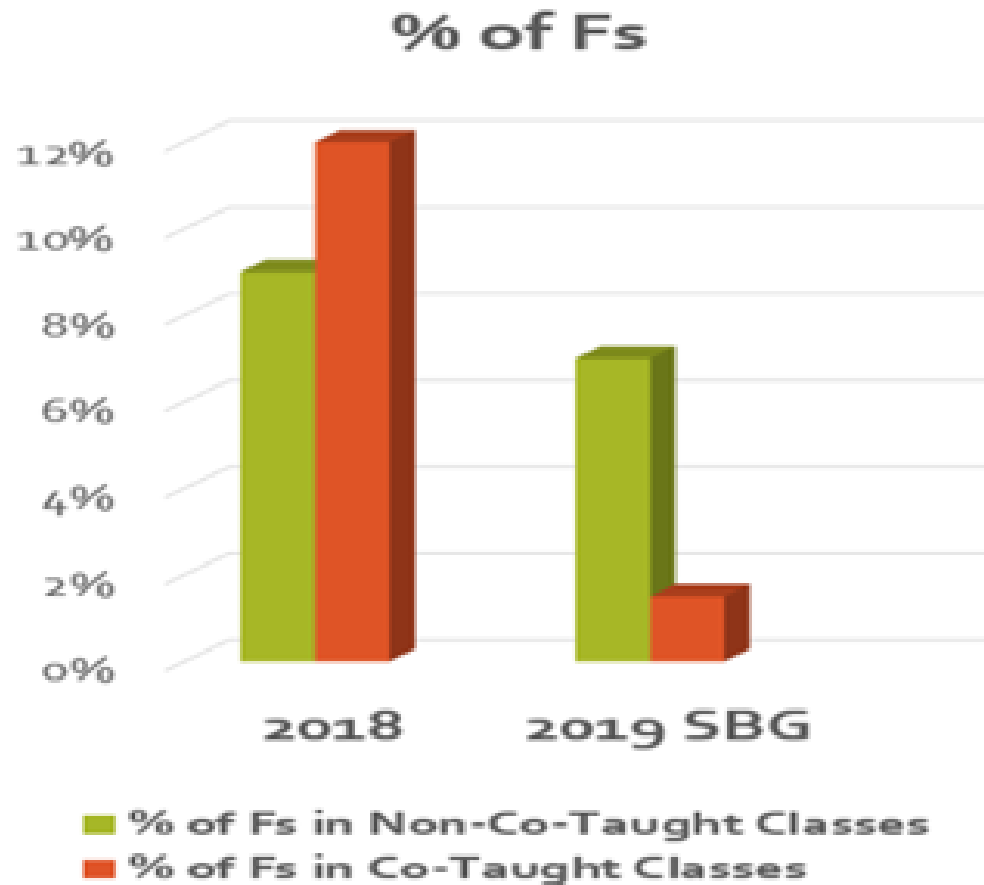
P/F grade or grade based on personal growth and effort

Reader/scribe/verbal response

Test corrections

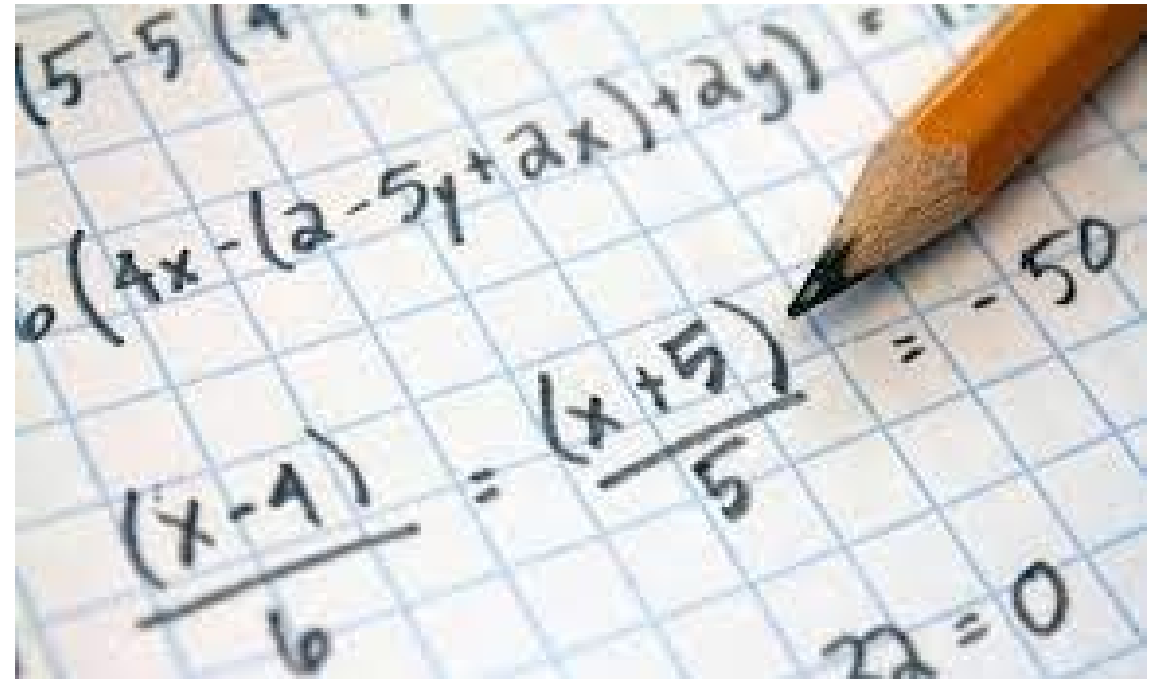
Outcomes: Achievement in Biology

(1st semester of 2018 & 2019)



But what about math?

"If they can't _____, then
they can't _____."



Algebra 1: Unpacking Learning Objectives

6A: Understanding Exponents

Learning Objective:

I understand the meaning of exponents (positives, negatives, and zero)

1/NC Approaching grade level	2/C Grade level emerging	3/B Grade level developing	4/A Grade level competent (or extending)
Access point	Essential Concept I can demonstrate my understanding of how exponents represent repeated multiplication by simplifying and expanding numerical expressions.	More complexity ... including simplification of expressions with multiple exponents.	More complexity ... including simplification of expressions with different base values.

Algebra 1

2/C

Grade level emerging

Essential Concept

I can demonstrate my understanding of how exponents represent repeated multiplication by simplifying and expanding numerical expressions.

6A: Understanding Exponents Practice

Learning Objective:

- I understand the meaning of exponents. (positives, negatives and zero)



Exponential expression	Final Answer
Ex. 5^0	
1. 2.5^0	
2. $(-3)^0$	
3. -3^0	

Exponential expression	Expanded expression	Final Answer
Ex. 5^4		
4. 3^3		
5. 2^3		
6. 1^5		

Exponential expression	Expanded expression	Final Answer
Ex. $(-5)^2$		
7. $(-2)^4$		
8. $(-2)^3$		
9. $(-3)^3$		

Exponential expression	Expanded expression	Final Answer
Ex. -2^2		
10. -3^4		
11. -5^3		
12. -2^5		

Exponential expression	Expanded expression	Final Answer
5. $(2)^3$	$2 \cdot 2 \cdot 2$	8
6. $(1)^4$	$1 \cdot 1 \cdot 1 \cdot 1$	4

Algebra 1

3/B Grade level developing	4/A Grade level competent (or extending)
More complexity ... including simplification of expressions with multiple exponents.	More complexity ... including simplification of expressions with different base values.

6A: Understanding Exponents Practice



Learning Objective:

- I understand the meaning of exponents. (positives, negatives and zero)

Simplify each expression to an answer that doesn't have an exponent.

1. -2^3	2. $(-5)^3$	3. -3^0
4. $(\frac{1}{5})^2$	5. 7^{-2}	6. 1^5

7. $(-1)^6$	8. $(\frac{2}{4})^{-2}$	9. $(-3)^3$
10. $3(2)^0$	11. $(\frac{1}{3})^{-3}$	12. -2^5
13. -8^2	14. $(-2)^{-2}$	15. 5^{-2}

Algebra 1: Unpacking Learning Objectives

3C: Analyze Two-Variable Data

Learning Objective:

- Describe data using correlation coefficients and lines of best fit.
- Use technology to generate lines of best fit and make predictions.

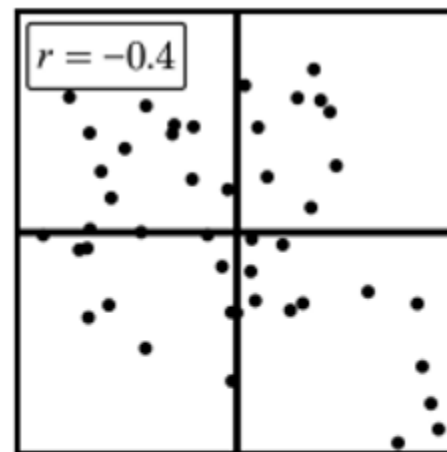
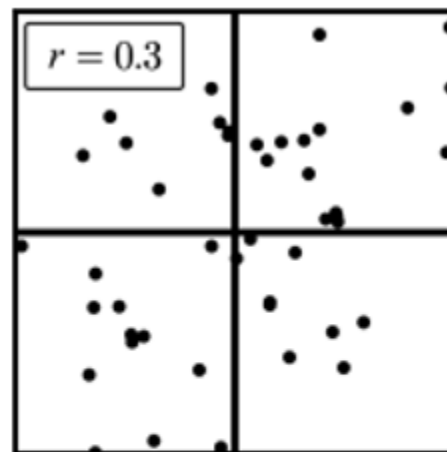
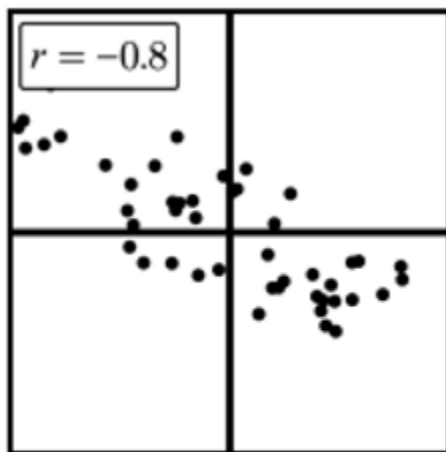
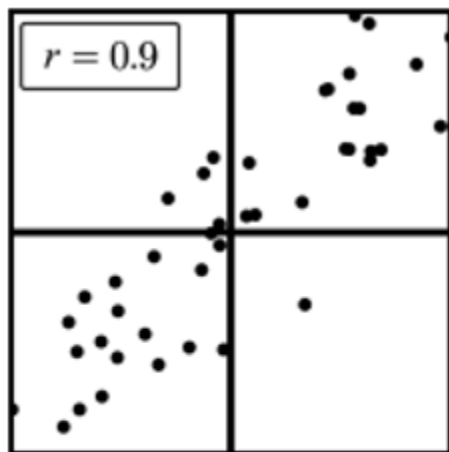
1/NC Approaching grade level	2/C Grade level emerging	3/B Grade level developing	4/A Grade level competent (or extending)
Access point	Essential Concept I can add a line of best fit on a data set and describe a positive or negative association.	More complexity ... with a correlation coefficient (r-value).	More complexity ... and determine the difference between causation and correlation.

2/C

Grade level emerging

Essential Concept

I can add a line of best fit on a data set and describe a positive or negative association.



Strength: strong

Direction: positive

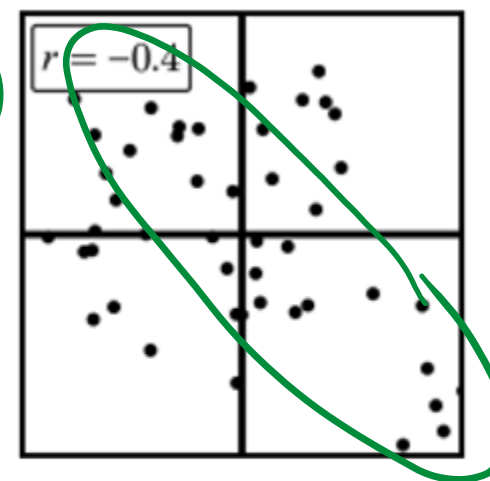
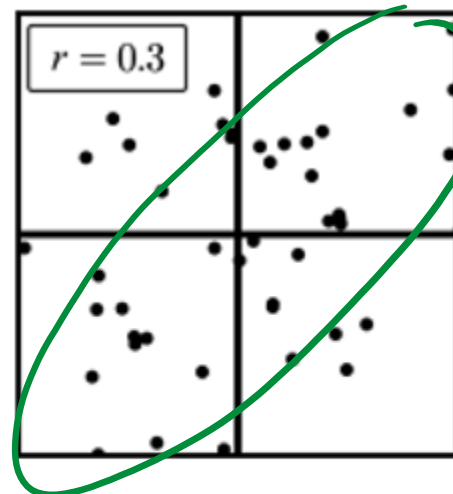
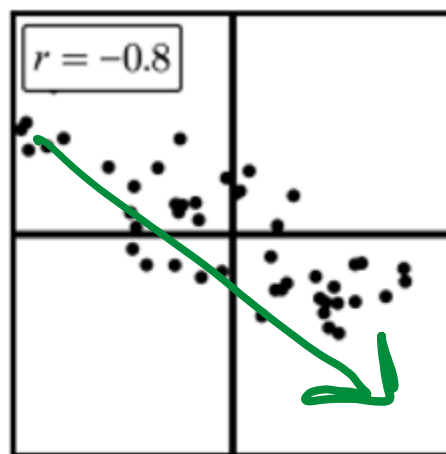
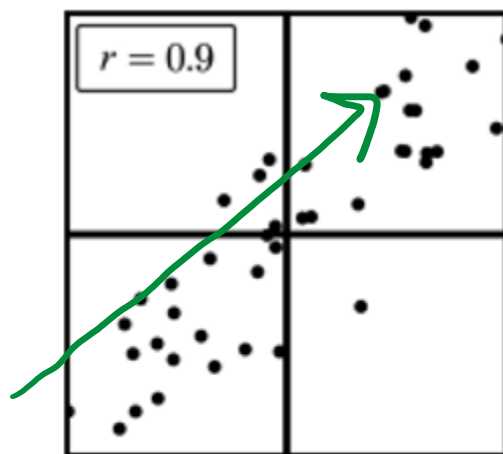
:

2/C

Grade level emerging

Essential Concept

I can add a line of best fit on a data set and describe a positive or negative association.



Strength: strong

Direction: positive

?

?

?

3/B

Grade level developing

More complexity

... with a correlation coefficient (r-value).

4/A

Grade level competent
(or extending)

More complexity

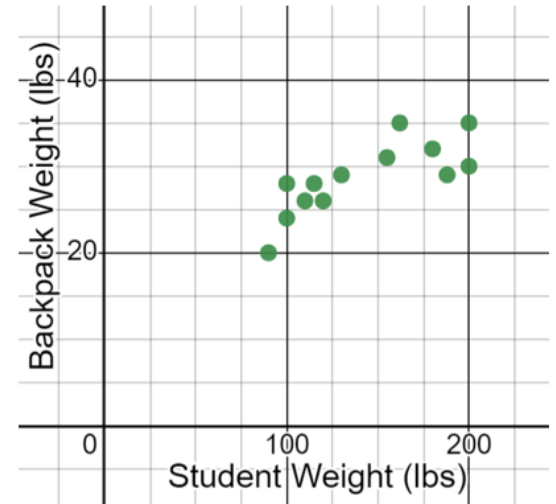
... and determine the difference between causation and correlation.

Determine the meaning of the correlation coefficient (r-value)

1. A study measured the body and backpack weights of a small sample of high school students. The data is shown in the scatterplot.

- a. Which is the most likely value for the correlation coefficient?

- ☐ $r = 20$
- ☐ $r = 0.15$
- ☐ $r = 0.78$
- ☐ $r = 1.75$



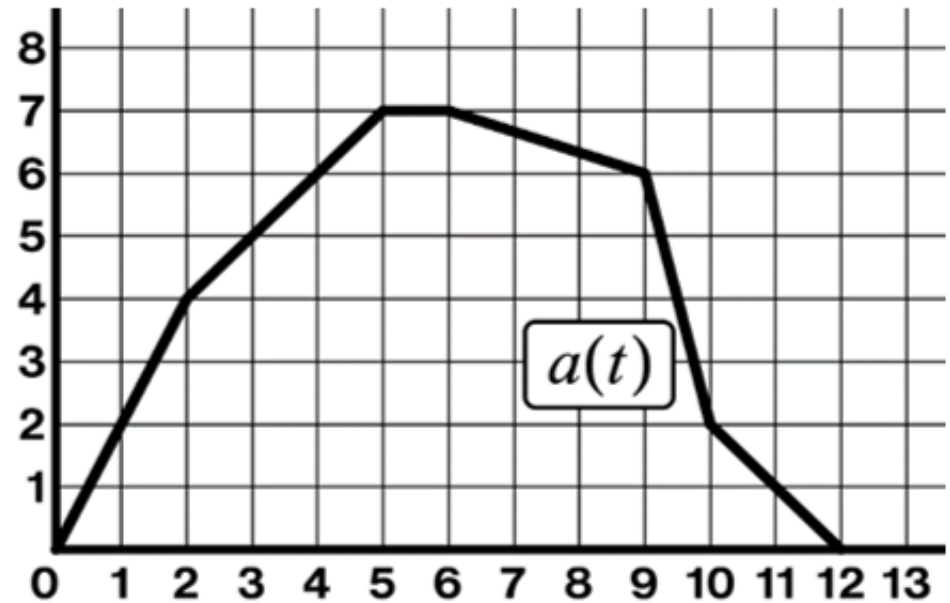
- b. Which words describe the strength and direction of the association between the variables?

☐ Strong ☐ Weak ☐ Positive ☐ Negative

Algebra 1 Objective: Interpret statements in function notation using tables, equations, and graphs.

Select **all** the true statements about the graph of $a(t)$.

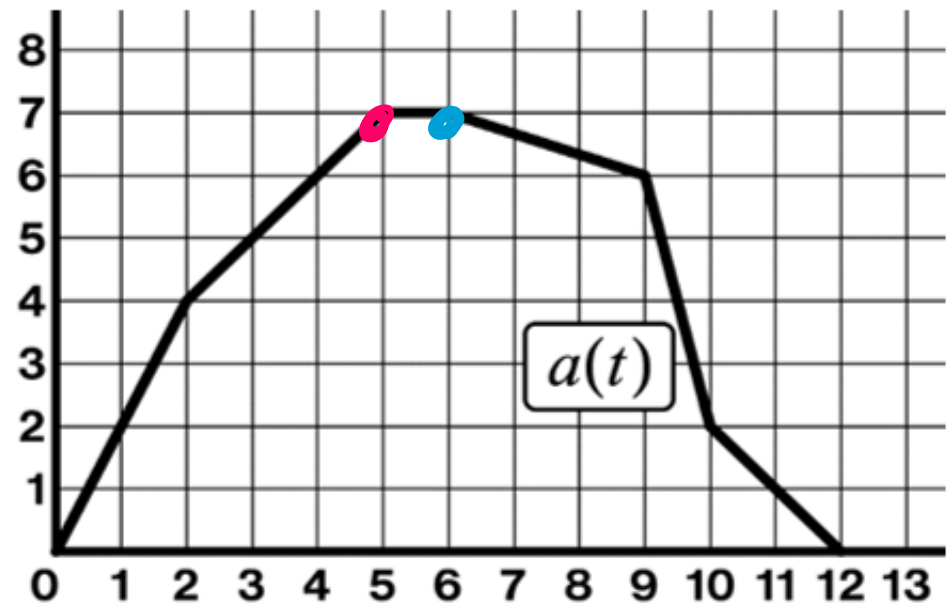
- ☐ $\underline{a}(5) < a(6)$
- ☐ $a(4) = a(9)$
- ☐ $a(9) = a(6)$
- ☐ $a(0) > 12$
- ☐ $a(12) = 0$



Algebra 1 Objective: Interpret statements in function notation using tables, equations, and graphs.

Select **all** the true statements about the graph of $a(t)$.

- ☒ $\underline{a(5)} < a(6)$
- ☐ $a(4) = a(9)$
- ☐ $a(9) = a(6)$
- ☐ $a(0) > 12$
- ☐ $a(12) = 0$

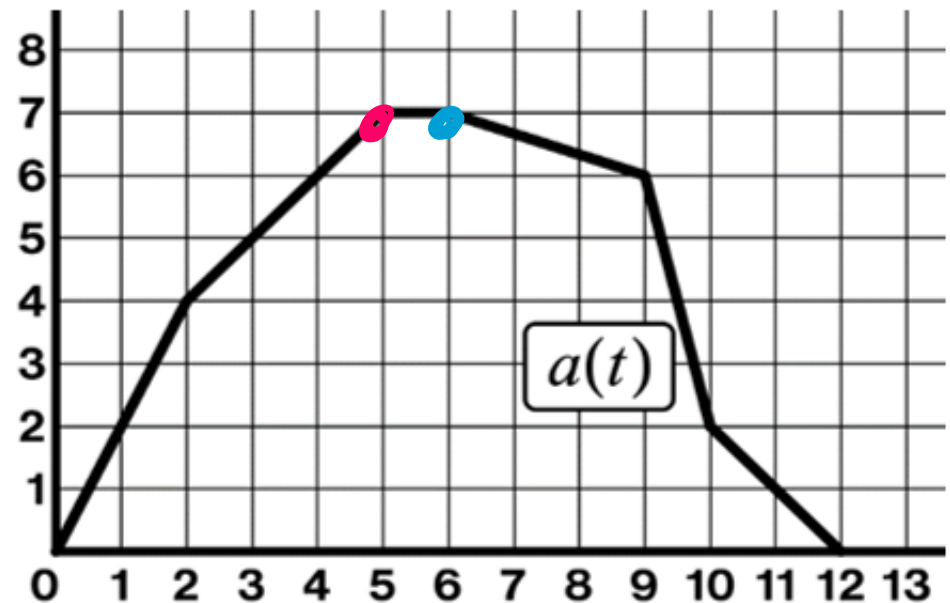


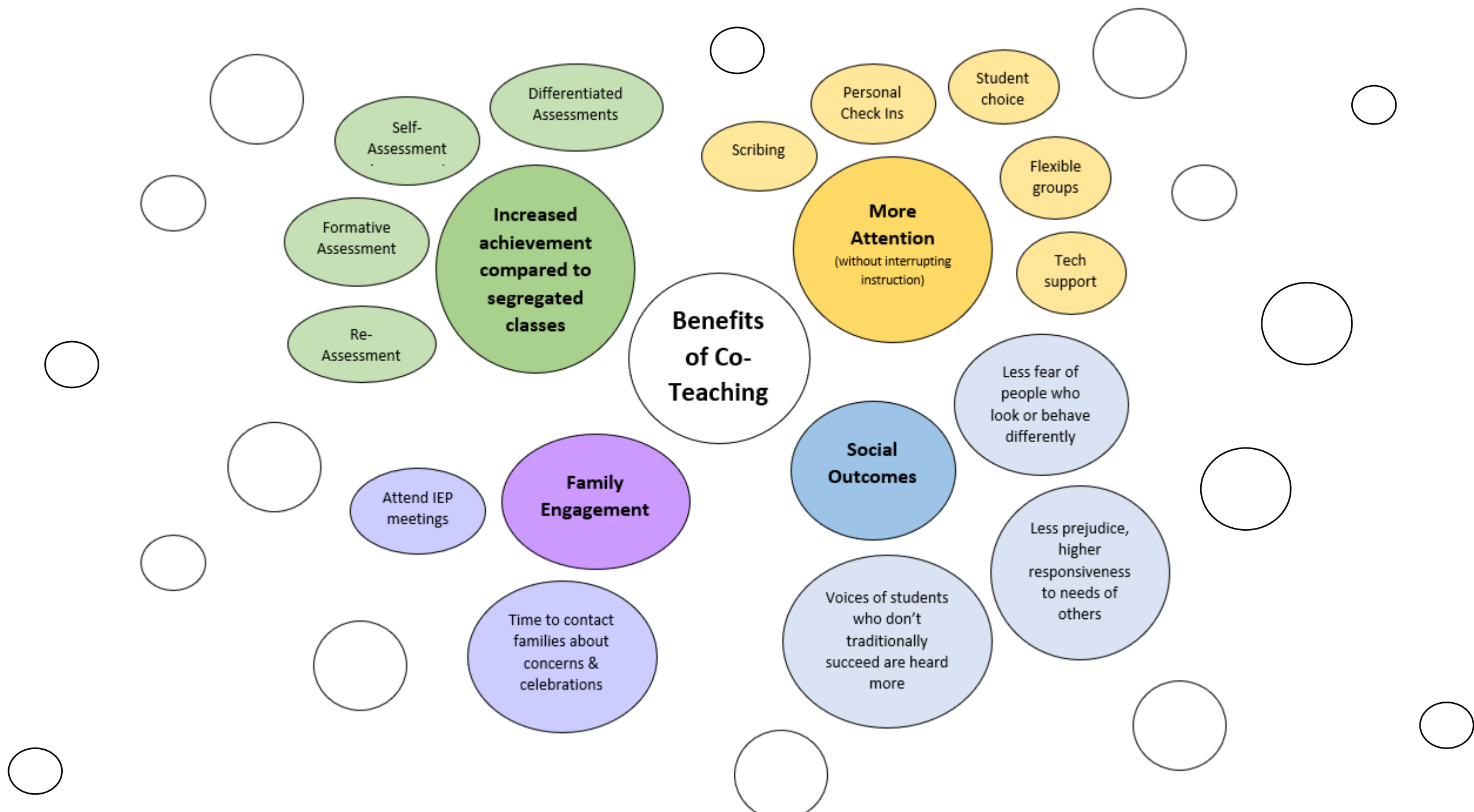
Algebra 1 Objective: Interpret statements in function notation using tables, equations, and graphs.

Notes: 5 < 10
small big

Select **all** the true statements about the graph of $a(t)$.

- ☐ $\underline{a(5)} < a(6)$
- ☐ $a(4) = a(9)$
- ☐ $a(9) = a(6)$
- ☐ $a(0) > 12$
- ☐ $a(12) = 0$







Resources

Special education has its fair share of myths and facts about inclusion for students with significant cognitive disabilities. This resource was developed to challenge those myths and highlight the facts of why inclusionary practices work for each and every student.



MYTH #1: COSTS OF INCLUSION

**MYTH #2: WHO CAN PROVIDE
SPECIALLY DESIGNED INSTRUCTION?**

MYTH #3: READINESS FOR INCLUSION

MYTH #4: CURRICULUM & STANDARDS

MYTH #5: PARENTS & INCLUSION

MYTH #6: DISABILITY & PLACEMENT

MYTH #7: ASSESSMENT & ACADEMICS

Graduation Toolkit: Class of 2023 FAQ



Washington Office of Superintendent of
PUBLIC INSTRUCTION

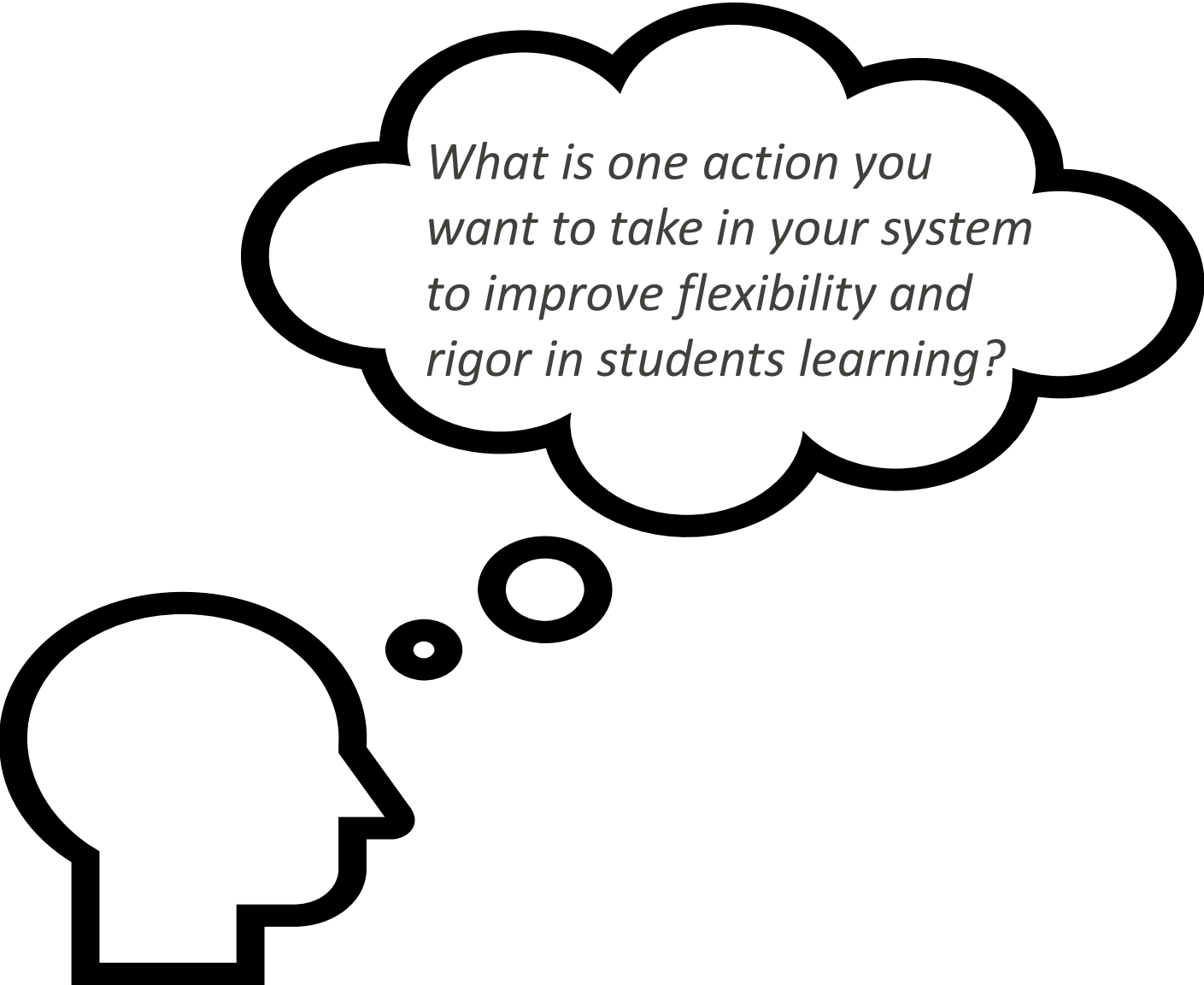
*Graduation Toolkit:
Class of 2023
Frequently Asked Questions
and Answers*

2023

- Details beneficial practices to support all students make meaningful progress towards meeting graduation requirements and preparing for their post-secondary goals
- Includes guidance for students who receive support through an IEP and multi-lingual learners.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



*What is one action you
want to take in your system
to improve flexibility and
rigor in students learning?*

Reflection Activity



[menti.com](https://www.menti.com)



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION



k12.wa.us



facebook.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi