Earning Credit in the Wenatchee School District (WSD)

GLOSSARY AND SCENARIOS

Credit earned by seat time: This is the traditional way students have earned high school credit. The student registers for a class, attends for a specified number of hours, and earns credit with a passing grade.

Scenario: A student attends 6 or 7 traditional classes every day for 4 years at WHS and earns a minimum of 22 credits in the required areas.

Credit earned via the Internet: With the growth of the digital world, many courses have popped up can be taken to earn credit. This is an area that has needed clarification and refinement. We have some courses that have now been pre-approved by the WSD (see attached list) and all others require the WSD Internet Based Curriculum Pre-approval form. This allows for quality control of credit options available via the Internet.

Scenario: For a variety of reasons, a student decides to take classes online. The student either enrolls in the WSD Online courses led by a WSD teacher, takes an online course from the list of pre-approved options (such as from an accredited Community College), or request pre-approval for an online course via the WSD Internet Based Pre-Approval form.

Credit Equivalency: Credit Equivalencies represent courses that are interchangeable or can substitute for other courses. In the WSD this includes two different types:

a. WSD Credit Equivalency Approved List – This list includes the commonly substituted and pre-approved courses. These are automatically interchangeable and do not require any forms.

Scenario: A student qualifies for Running Start and rather than taking a course at WHS, attends a course on the Equivalency Approved list at WVC.

b. WSD Credit Equivalencies that require a form – These include courses not commonly substituted and not on the approved list. Therefore, a form is required for pre-approval regarding equivalency. This might include learning experiences away from school, alternative learning experiences, credit retrieval, and/or non-high school courses. (see WAC 180-50-300, 180-50-310, 180-51-110).

Scenario: A student has qualified for the Olympic swim team and is swimming 2-3 hours per day in preparation which impacts their ability to take 6 or 7 classes during the regular school day. They could fill out a form requesting that they be pre-approved for a .5 equivalency of a P.E. credit.

Competency-Based Credit: This reflects credit based on competency testing, in lieu of enrollment, seat time, taking specific courses, or other learning experiences (WAC 180-51-110).

Scenario: A student transfers from Germany and speaks the language fluently. Rather than taking 4 years of German in the traditional class, the student meets with the International Languages Dept. Chair to find out what is required and fills out
the Competency-Based Approval Form.

**Waiver:** A student and/or their parent feel that the student does not need to take a required course offered by the WSD in order to graduate. They are not asking to substitute a course or activity for a specific course. They are not asking for credit to be granted. They are simply asking to reduce the number of credits required to graduate by eliminating a required course from their student’s schedule. This means NO credit is earned whatsoever by any means such as seat time, equivalencies, or demonstrated competencies. Waivers are only considered in the senior year.

“Waivers are allowed under certain circumstances, but no district is required to provide them. Also, under the new graduation requirements students need two credits in health and fitness and, if waivers are provided, they may only be provided for the activity portions of fitness education, not the knowledge portions (concepts of fitness and planning for lifetime fitness generally taught and assessed in fitness classes). Schools may offer credit for health and fitness through course competencies that are directly related to and demonstrate participation in and achievement at the same expectation that would be experienced in a corresponding in-school course (this is true for any course and must be arranged with the teacher who would be determining if the course competencies have been met). This has to be an adopted board policy and procedure and at the same rigor as students demonstrate in their classroom.”

Quote from Pam Tollefsen, School Health Coordinator, OSPI.

Scenario: A student is taking a highly rigorous curriculum preparing for an entrance into a specific university to study in the field of music. They have met the state minimum requirements for science, which is 2 credits, but they do not want to take the district requirement of the additional .5 beyond the state requirement. They do not see how it will help their student in pursuit of a music career. They can make a waiver request to eliminate the science requirement.