

# Washington State Portable Assisted Study Sequence (PASS) Program



# SUCCESS HANDBOOK

for the PASS Contact Person

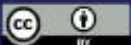


**Washington State Portable Assisted Study Sequence (PASS) Program**

**810-B Custer Ave. Sunnyside, WA 98944**

**Help Desk: (509) 837-2712 | Email: [pass@msdr.org](mailto:pass@msdr.org)**

**[www.msdr.org](http://www.msdr.org)**



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The Success Handbook for the PASS Contact Person is a work in progress. Great care has been taken in the preparation of the Handbook. However, neither the Washington State PASS Program, nor the Sunnyside School District assumes any responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein. Constructive suggestions for improving the Handbook are invited. Please call (509) 837-2712.

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## WELCOME TO THE PASS PROGRAM!

### Purpose

The Portable Assisted Study Sequence (PASS) program offers high school courses that students can complete semi-independently to make up credit deficiencies.

### Providers

The Washington State PASS Program in Sunnyside provides the PASS curriculum to schools and agencies for use by migrant qualified students enrolled in Washington schools. Washington State PASS Program is funded through the Federal Title I, Part C grant administered by the Washington State Office of Superintendent of Public Instruction (OSPI), Division of Migrant and Bilingual Education.

Districts seeking PASS for non-migrant qualified students may visit the National PASS Center for a directory of distribution sites: [www.npcpass.org](http://www.npcpass.org).

### Features

- Courses are divided into five units. Enroll the student in just the units needed.
- Scope and sequence of course remain consistent despite mid-course move to another school district.
- Curriculum is accredited. Majority of courses are aligned with Washington state academic learning standards by the National PASS Center.
- Student earns .1 Carnegie credit for each unit successfully completed.
- Credit is documented on a Sunnyside School District transcript.
- Many courses are available in Spanish translation.
- Washington State High School Generic Codes are assigned to all PASS courses to expedite placement decisions.

### Curriculum

Unit by unit scope and sequence descriptions are offered in the Course Descriptions Manual, available at [www.msdr.org](http://www.msdr.org). The PASS curriculum offers courses to meet Art, English, Physical Education, Mathematics, Science, and Social Studies graduation requirements. An additional course (Four Ps) is designed to meet Washington's culminating project graduation requirement.

### How PASS Is Designed to Work

1. **Local school** decides to offer PASS as a credit accrual alternative and retains student FTE.
2. **School administrator** designs an effective local PASS curriculum delivery model, and authorizes a local educator to serve as a PASS Contact Person using Form A.
3. **Academic counselor** places student in PASS and selects course.
4. **PASS Contact Person** enrolls student using an online enrollment feature, receives the course, starts student on first unit, mentor student regularly in course materials each week to promote steady progress, and proctors each unit test.
5. **Student** completes one 18 seat hour unit each 30 days or less. Five units per course.
6. **Certificated content experts** in the local school provide brief, targeted tutoring to supplement course instructional content by request.
7. **School registrar** receives Sunnyside School District transcript. Potential of .5 credit/course.

## Cost

PASS courses are offered free of charge to Washington-qualified Migrant students by the Washington State PASS Program.

Migrant funded districts can purchase supplemental course materials through their local grant; however, upon request the PASS Program will provide supplemental course materials to the districts. Migrant students enrolled by non-migrant funded districts will automatically receive supplemental course materials.

**\$** NOTE: If your school or agency's State or Federal funds are expended for PASS courses for non-migrant students, they must also be expended for PASS courses for migrant students enrolled in that same district and who qualify for those funds.

## Important Dates to Remember

### 08/18/xx - Summer Essays/Art Work Due

- This is the last day to submit essays and artwork for scoring to ensure grading of the unit test in the same enrollment term.

### 08/23/xx-06/14/xx - Regular School Year Term

- Active PASS enrollments processed between this date range will be auto-withdrawn on 06/14 each year. Courses in which at least one unit test was taken will generate a transcript indicating if credit was earned.

### 06/15/xx-08/22/xx - Summer School Term

- Active PASS enrollments processed between this date range will be auto-withdrawn on 08/22 each year. Courses in which at least one unit test was taken will generate a transcript indicating if credit was earned.

### 09/15/xx - MSIS Building Enrollment Required

- On or after this date, PASS will verify the student is enrolled in a building by checking if the local migrant funded records clerk has enrolled the student in a building in the Migrant Student Information System (MSIS). To avoid delays in processing PASS enrollments, PASS contacts are encouraged to check with the local records clerk to verify the students who need PASS have a MSIS building enrollment processed for the current school year and/or summer term.

### 08/23/xx-10/15/xx - Retain Access to the PASS Database

- Submit a Form A for the new school year to retain access to the PASS database.

### 10/16/xx - PASS Accounts Inactivated

- PASS will inactivate PASS database accounts for users who have not yet submitted a PASS Form A for the school year. To reactivate an account, simply complete a Form A and email to [PASS@msdr.org](mailto:PASS@msdr.org) for processing.

### 05/15/xx - Senior Enrollment Deadline

- This is the last day to submit enrollments for seniors graduating in spring of the current school year. Any senior enrollments submitted after 05/15 will be reviewed and considered for approval on a case-by-case basis.

### 06/10/xx - Regular School Year Essays/Art Work Due

- This is the last day to submit essays and artwork for scoring to ensure grading of the unit test in the same enrollment term.

## EFFECTIVE LOCAL PROGRAM DESIGN

The ultimate design of a local PASS curriculum delivery model resides at the local district level where students are being directly served. Resources available through the PASS database or upon request:

- PASS Program Design Guide – four step process to establish, monitor and evaluate effectiveness of a local PASS curriculum delivery model.
- Cost Effectiveness and Instructional Delivery Study -- four curriculum delivery models found in 49 Washington school districts are compared. Which is most effective in terms of local staff time expended per PASS unit earning credit for a migrant student?

The most cost-effective and successful model produced impressive results for 177 migrant students, who earned credit for 561 PASS units in the 2004/5SY. Individually or in small groups, they received encouragement and support from a certificated teacher or paraeducator in regularly scheduled sessions outside the school day. This table contrasts results of the most and least effective models.

PASS curriculum delivery model	Staff hrs. per course unit for which credit was granted	% of enrolled units for which credit was granted	Average unit grade earned
<b>Most effective:</b> Consistent, scheduled individual/small group instructional support outside regular school day	1.80	96.39%	82.50%
<b>Least effective:</b> Unit materials are provided to student, who studies independently without instructional support and returns ready to test.	5.30	41.39%	68.21%

Source: Cost Effectiveness and Instructional Delivery Study available at [www.msdr.org](http://www.msdr.org)

## **General Suggestions for Building Administrator**

Choose a motivating, organized and effective PASS Contact Person (PASS CP). The relationship this person has with enrolled students makes a big difference in student success. Fluency in the students' primary language is helpful.

For best success, PASS CP will work with individual or small groups of PASS students at least 2 hrs./wk., optimally outside the regular school day, varies with local program design.

Encourage certificated teachers to provide brief, targeted tutoring to PASS students at request of the PASS CP.

Conduct educational team meetings, as needed, to identify individual students' needs, make best use of available resources, and modify the local curriculum delivery model to achieve desired goals.



## PASS EDUCATIONAL TEAM

### PASS Program Contact Person (CP)

Several educators in the local school each have an important role in supporting a student's success in PASS.

Local educator authorized by your school or agency to perform essential PASS Program roles in compliance with published procedures. Needs Internet access and a computer the students can use during supervised online tests.

Any member of the educational team, including a **classified employee**, can serve as a PASS CP when primary functions will be:

- Help academic counselor choose PASS course and units.
- Enroll student in PASS. Provide materials to student one unit at a time.
- Preserve confidentiality of student records, unit tests and mentor manuals.
- Help student establish and achieve milestone goals in course. Encourage effective study skills. Reinforce effort and improvement, as well as success.
- Arrange tutoring by content specialist when student struggles with concept in unit workbook.
- Proctor online unit tests in sequence in accordance with current PASS procedures (Success Handbook), and testing notes for the unit (available online with test).
- Review test score. If C or higher, start next unit. If D or lower, guide review for retake test. Then start next unit. Keep family informed.
- Advocate for the student.
- Communicate with PASS office on behalf of student, family, and school or agency.
- Verify registrar received transcript.

**Note:** Only a **certificated teacher** can directly provide or personally supervise formal teaching activities that add substantially to instructional content of PASS course materials, or score local assignments required in some PASS courses.

### Other PASS Team Members

Important roles of the school/agency administrator designing and overseeing the local PASS curriculum delivery model are described in the PASS Program Design Guide available upon request or by logging into the PASS database: [www.msdr.org](http://www.msdr.org).

PASS Team members the PASS CP can involve:

1. **Certificated content experts** – Provide brief targeted tutoring to supplement instructional content of the PASS course by request
2. **Test Proctor** – Local educator trained and supervised by PASS CP to supervise online unit test sessions. Needs password (Form A).
3. **Migrant Records Clerk** –Can provide building lists of migrant qualified students. Counselor's source for documentation of partial coursework for which no credit may have been granted in student's previous schools. Needs copy of student's withdrawal form reporting partial coursework for which no transcribed credit was issued.
4. **Migrant Recruiter**, Graduation Specialist (MGS), and/or Student Advocate (MS)– Personally acquainted with student and student's family; can encourage their support for the students, check in with students.
5. **Community volunteer** – PASS courses are ideal for one-to-one mentoring programs of a school, or an agency working closely with a school.

## PASS CONTACT PERSON (CP)

### Summary: Role of a PASS Contact Person

Learn and carefully **follow published procedures** designed to standardize PASS curriculum delivery.

Maintain **confidentiality of student data** protected by Federal law. Safeguard access to the personal password to the PASS database.

Closely **monitor access** to course Mentor Manuals and unit tests. Promptly report unauthorized access, as well as testing discrepancies, to the PASS Program.

**Order specified units** of the PASS course identified by the student's academic counselor. Order course supplemental materials required by students to complete the course.

Communicate with the **student's family** and **academic counselor**.

Maintain **student motivation** and **steady progress** in the course through effective project management techniques (goal setting, monitoring timelines and progress, identifying and overcoming obstacles). Obtain support of other PASS Team Members.

**Meet with the student on a regular basis** for individualized attention and personalized support. Review completed and in-progress work. Establish and maintain a caring, encouraging, supportive relationship. Convey high expectations. Open doors to resources and opportunities.

Support the student in **reviewing course unit materials** in preparation for the unit test.

**Proctor the (typically online) unit test** in a supervised setting following standard, published procedures. If a grade of D or F is earned on the unit test, compare the student's workbook answers with correct answers in the course Mentor Manual. Provide enhanced support to prepare the student for a retake test (limit one per course unit).

Verify that the **building registrar** received the course transcript from Sunnyside School District, Washington, and that credit is transferred as intended by the academic counselor. Grade is averaged over course units completed within the enrollment period. Earns .5 credit per semester course.

### Who Can Serve as a PASS Contact Person?

Any person (a) authorized by a school administrator, or an agency working with a school, and (b) who agrees to serve as a PASS Contact Person (CP).

Relative. The PASS CP may serve a student who is their relative only with advance written permission of the PASS Program Director and shall not proctor the related student's unit tests.

### Become a PASS Contact Person

With the administrator overseeing PASS in your school or agency, complete and submit **Form A**.

## Password to PASS Database

- Why needed? For access to confidential student data from PASS. PASS CP or Test Proctor uses password to initiate an online test.
- How received? Automatically issued in writing when completed **Form A** is received by the PASS Program.
- Your exclusive use. Do not share your password with anyone.
- Change your password online when prompted, and more frequently if you wish, to assure its security.
- PASS responsibilities only. When your job assignment no longer includes PASS, call your PASS Help Desk and ask that your password be deactivated.
- Lost password? Contact PASS to reset your password. Passwords are not provided over the phone.
- Unauthorized use? Change your password and call your PASS Help Desk.
- The PASS Program reserves the right to change or inactivate a password to the PASS database at any time and without prior notice.

## Inactivation of PASS Database Access

The PASS Program reserves the right to inactivate an educator's status with PASS upon written notification to the principal or director of the educator's school or agency. A new PASS Educational Agreement and Password Request Form A must be completed and submitted to PASS annually by October 15th of the current school year. All users who have not submitted a new Form A, will be inactivated.

## Essential Resources

### Success Handbook

- Policies and procedures to give every PASS student an equal chance to learn and demonstrate what they learn.
- Quick and easy reference for PASS Contacts.
- Updated Fall of new school year, or as needed during the school year.

### Course Descriptions Manual

- Scope and sequence of each course
- Languages and reading levels (back cover)
- Course materials needed for unit
- Tips for PASS CP about labs, etc.
- Updated Fall of each school year or as needed during the school year.
- Hyperlinks to State Standards alignment charts

### Program Design Guide

- This guide assists with determining if students in a district may need PASS and tools and resources for designing an effective local PASS delivery model.

### Washington State PASS Credit Accrual YouTube Channel

- This YouTube Channel was developed as a resource for Washington State PASS programs and students. The channel includes resources and tutorials. Subscribe at:  
<https://www.youtube.com/channel/UC-65tLxfR4883Mer3w8qyag>

## Online Resources at [www.msdr.org](http://www.msdr.org)

### Available without password:

- Placement Resource for Secondary School Counselors
- PASS Awards Nomination Forms
- PASS Actions Requiring one of the Printed Forms Below:
  - Become a PASS Contact Person or Test Proctor .....Form A
  - (School administrators) Obtain a password to review rates .. .....Form A
  - Borrow course for 30 days as part of a placement decision . .....Form B1
  - Counselor recommendation for PASS course credit requirement....Form B3
  - PASS students transfer to a new district .....Form C
  - Replace damaged or lost course materials .....Form E
  - (Optional) Parent permission form - Health course.....Form F
  - PASS course content notice and consent request .....Form G
- School District MEP Directory
- Links to other Migrant Education Offices

### Additional online resources available with password:

- Self-Guided Orientation and Training Modules
- Effective PASS Program Design Guide
- Report: Cost Effectiveness and Instructional Delivery Study
- Course Supplemental Materials and Course Kit Supplies
- PASS actions conducted online:
  - Testing
  - Drop an active enrollment and order a transcript
  - Enroll a student, or transfer an unused course to another student
- PASS produced course supplemental text downloads
- Critical reports for data analysis:
  - Student Grade Report (by individual course)
  - Detailed Student and Course Information Report
  - Goals Report Card
- Course Mentor Manuals (unit workbook answers)
- Online student enrollment and shipment status
- Student alerts
- Unit tests and retake tests, including Notes for the Test Proctor
- Writing prompts for unit test essays, papers, artwork
- Record Clerks/Recruiters, Student/Parent Resources
- Migrant Education Program (MEP) Clearinghouse

## PASS Help Desks

Help as close as your phone year around. Call (509) 837-2712 or email [PASS@msdr.org](mailto:PASS@msdr.org).

## Duty to Comply with Published Policies and Procedures

PASS CPs and Test Proctors are required to comply with current PASS policies and procedures published in the Success Handbook, and in testing notes (see online tests and Course Descriptions Manual).



## **Records Management**

To monitor student progress, use the online Detailed Student and Course Information Report to monitor course status. Online student alerts and your own calendar of planned unit test dates help.

To learn tips unique to that PASS course, review the introduction to the course Mentor Manual, available with password through the PASS Database.

Store teacher's texts and mentor packets in a location easily accessible to you but not the students. If using printed tests, store them in provided mailing envelopes in a secure course management folder filed by student name. Shred unused tests when the enrollment ends.

To give the student ready access to needed materials, keep a copy of the student's milestone calendar, high school and beyond plan, and current unit materials in a location accessible to the student.

Keep each student's unused course materials organized for use solely by that student, preferably in the plastic bag in which they were shipped. Label the bag with the enrolled student's name.

## **Retention of Records**

Unless otherwise instructed in the Course Descriptions Manual, completed student workbooks are required to be safely stored by the PASS CP until two weeks after the transcript is received. Mentor manual, textbooks, and mentor packet materials are retained in a local PASS lending library or secure Contact Person file cabinet and reused. Unused course materials are retained for future use or returned. Follow building practices for destruction of confidential student records, including completed student workbooks.

## SUGGESTIONS FOR PASS CONTACT PERSONS

### Two hours per week

- Enhance student interest in the course; mentor the student; promote access to resources.
- Meeting with a small group of PASS students regularly outside the school day is especially effective.
- Utilize school volunteers and community resources.

### Appropriate reading skill

- Student must possess requisite skill to succeed through PASS.
- Ask for help to assess the student's reading level.

### Nurture self-confidence

- Relate current work to past accomplishments; provide necessary supplies/materials.
- Review homework; look up answers; provide feedback promptly.

### Enhance motivation to succeed

- Enroll the student in just the units needed to finish a partially completed course.
- Talk about the benefits of graduating from high school frequently, and how this course helps reach that goal.

### Persist to completion

- Help the student continue this course between regular and summer school.
- Discuss how the student can resume work on the course after leaving your school.

### Make the task achievable

- Assist the student in developing a timeline of milestone goals, lesson by lesson (30 days per unit).
- Record progress regularly on the PASSport to Success.

### Involve the student's family

- They need to know that the PASS course satisfies a graduation requirement and requires study outside the school day.
- Help students plan celebration events that include their families.
- Provide printed grade reports promptly.

### Relate course to the student's world

- Creatively relate course content as solutions to challenges faced by this family.
- Recruit community leaders and organizations to reinforce the long-term value of what is being learned.

### Access the Expertise of Teachers and Administrators

- Arrange for targeted tutoring to master a difficult concept.
- Share PASS success stories.
- Encourage review of PASS curriculum.
- Enlist the support of certificated teachers to score specific PASS assignments (see unit test notes).

### Goals for Success

The online PASS Goal Report Card accessible with your password reports your success in achieving three goals:

1. **Completion Rate:** At least 70% of your PASS students earn credit from the enrollment,
2. **Satisfactory Progress:** completing a unit test every 30 or fewer days,
3. **Grade:** earning an average grade of 70% or higher.

Washington educators enrolling migrant students in PASS at Migrant Education Program expense are required to achieve these goals at the building level. See "State PASS Standards."

## COURSES AVAILABLE IN PASS

### **Courses**

PASS offers high school courses in Art, English, Health and Fitness, Mathematics, Science, Social Sciences, and Electives. See list on back cover. Compare courses using resources in the *Course Descriptions Manual* offered at [www.msdr.org](http://www.msdr.org).

### **Washington Learning Standards**

Most PASS courses offered are aligned with the Essential Academic Learning Requirements (EALRs), as identified in the Course Descriptions Manual (see back cover).

As new and revised courses are released, they will now be aligned with Common Core State Standards (CCSS).

### **30-Day Preview of a Course: Form B-1**

Any educator in a school (or agency working closely with a school) may preview a PASS course without obligation. Within 30 days, either:

- enroll a student in that course, or
- return the materials in new condition

### **Languages**

All courses include student workbooks and examinations available in English. Many courses and examinations are also available in Spanish.

### **PASS Course Materials Copyrighted**

Course materials are the property of Sunnyside School District, OSPI and the U.S. Department of Education, and protected under copyright laws. PASS course materials developed in Washington State may not be reproduced in full or in part without the express written consent from the Washington State PASS Program.



**DOES THIS STUDENT QUALIFY FOR PASS?****When to Choose PASS**

Consider PASS when the student cannot complete a graduation requirement or make up a credit deficiency through the regular classroom schedule or summer school course offerings in time to graduate from high school with age-level peers.

**Eligible Students**

The local school decides which students are offered the opportunity to be enrolled in PASS. All PASS courses are available for students in 9th to 12th grades.

Student must be enrolled in a building of the district full- or part-time. Home-schooled or suspended students are eligible at the discretion of the building principal.

Students enrolled in online schools may be eligible for PASS if the student is enrolled in an online school that is listed on the Washington State Approved Online Course Providers list, there is a designated contact person who will serve as a PASS contact to provide ongoing support and proctor unit test, and the online school or local school district are willing to honor and are an educational entity that is able to accept and transcribe the transfer credit earned towards meeting the local and state credit graduation requirements. A list of approved Washington State Approved Online Course Providers can be found at: <https://www.k12.wa.us/student-success/learning-alternatives/online-learning/approved-online-course-providers>.

**7<sup>th</sup> – 8<sup>th</sup> Grade Students**

PASS courses are available to 7<sup>th</sup> and 8<sup>th</sup> grade students when the enrolling middle school has collaborated with the local high school to accept PASS high school credit for these courses.

*Note:* Posting of advance high school credit earned in PASS to the local high school's transcript is subject to the local school district's policies.

**Home-Schooled Students**

When eligibility conditions are met, the PASS CP will enroll the student in PASS, provide unit materials to the student's home-schooling teacher, proctor the online unit tests, and provide grade reports and the PASS transcript to the student's home-schooling teacher.

**Expelled Students**

Local school district policy dictates whether a student who has been expelled from school is eligible for placement in PASS during the expulsion period.

**Characteristics of Successful PASS Students**

Students most likely to succeed in PASS often possess these characteristics:

- either possess a 2.0 or higher GPA, or are now motivated to graduate from high school
- are now, or as a result of their highly mobile lifestyle are likely to become, credit deficient and understand how the PASS course is helping them achieve their goal to graduate from high school
- read with good comprehension at or near the reading level identified in the *Course Descriptions Manual*
- are self-disciplined enough to study about six hours a week in the course
- are able and willing to meet regularly with the PASS Contact at mutually agreeable times

## Situation Resulting in Credit Deficiency – English Language Learner

On the enrollment form, the PASS CP is asked to identify which of a list of circumstances has most contributed to the student's credit deficiency. One of these deserves clarification: "Limited in English and unable to complete this course in regular classroom setting". Some English language learners who cannot yet keep up in a classroom have a better chance to succeed when course content is presented in a focused environment with extra learning aids, self-pacing and individual support. These are the students for whom this choice on the list may be appropriate.

## PASS AND WASHINGTON MIGRANT STUDENTS

### PASS Designed for Migrant Students

- Supports the mobile student, using same course scope, sequence and book though a course begun in one district and completed in another.
- No computer or Internet access required.
- Student may study whenever competing priorities of family, work and school permit.
- PASS accelerates credit accrual, allowing a student to catch up with age level peers through study outside the regular school day.
- PASS is cost effective, since one local educator can mentor several students, each completing a different course.
- Permits a student who is temporarily prevented from attending school to continue to study and learn, then test on completed units upon return to school.
- Flexibility to enroll in part of a course reassures the student that partially completed coursework in a classroom is acknowledged and will earn credit toward graduation.
- Many courses are offered in Spanish.

### Migrant Status

In Washington, two things must be true to qualify a student as “migrant.” The student:

1. qualifies under the federal definition of “migratory child” (see glossary), and
2. is enrolled in the Migrant Student Information System (MSIS) database (see glossary) maintained by the Migrant Student Data, Reporting and Support (MSDRS) office.

Who Interviews the Student’s Family?

Is the district receiving a migrant program grant through OSPI?

- **Yes.** An educator in your district is funded as a Migrant Recruiter and trained to interview the family and assess eligibility.
- **No.** An OSPI Identification & Recruitment Specialist serves your region. To request a family interview to determine eligibility for benefits, Contact Carlos Gonzalez, Assistant Director of Migrant Education ID&R, at (360) 819-0991 or [carlos.gonzalez@k12.wa.us](mailto:carlos.gonzalez@k12.wa.us). Washington school districts may apply to OSPI for migrant program funding.

### Period of Eligibility

Ends three years after the Qualifying Arrival Date (QAD) designated on the current Certificate of Eligibility form, or the student's 22<sup>nd</sup> birthday, whichever is earlier.

### Priority for Service (PFS) Migrant Students

Among migrant students who are failing or at most risk of failing to meet the State's challenging academic content and achievement standards, priority for services (including PASS courses) must be given to migrant students who have made a qualifying move within the previous one-year period, per Federal law. See your state's Migrant Education Program Guidelines for further detail. In Washington, the Guidelines are available through the OSPI website.

### Continuation of Service (COS)

Federal law limits circumstances in which the student may continue to receive MEP funded services after the three-year period of eligibility has ended (see Glossary).

Prior to serving a COS student in PASS, the student’s building must have documentation on file confirming that:

1. the student’s unmet educational needs are not addressed by the general school program, and
2. migrant students who have priority for service have already been served.

PASS CPs are encouraged to seek guidance from their district's Federal Projects Director overseeing the MEP grant before submitting a PASS enrollment form for a COS student.

### **School Counselors and the MSIS Database**

The Washington Migrant Student Information System database helps counselors of migrant students obtain immunization, health and education records promptly. To request a password, visit [www.msdr.org](http://www.msdr.org).

Partial coursework. "Unresolved" coursework included in the database is taken from high school withdrawal forms, and documents seat hours and grades earned for which the student may never have received transcribed credit. Completing the remainder of the course through PASS often satisfies the counselor that full credit may now be awarded and transcribed.

## WASHINGTON STATE PASS STANDARDS

OSPI challenges administrators, counselors, teachers and PASS Contact Persons at school buildings utilizing this curriculum to thoughtfully place migrant students in PASS when appropriate and then ensure they receive the support needed to succeed.

### Achievement Required School

To retain access to the PASS curriculum for migrant students using MEP funding, achievement of three State PASS Standards at the building level is required each school year.

### Strategies to Achieve Standards

A menu of strategies that help Washington school districts achieve the State PASS Standards follows. The first section of this handbook offers additional guidance and resources.

#### **State PASS Standard One: Completion Rate**

Districts enrolling migrant students in PASS maintain a 70% completion rate by building.

*PASS Program support provided:*

- Online PASS Goal Report Card provides one-page administrative overview of student success through PASS in the building. Enrollments that ended without taking a test (“non-attempts”) are now reported separate from other PASS enrollments in the Summary of Enrollment and Credit Information section.
- Online resources at [www.msdr.org](http://www.msdr.org) support evaluation and enhancement of the local program delivery model.

#### **State PASS Standard Two: Satisfactory Progress**

Migrant student’s progress steadily in PASS, completing a unit test every 30 or fewer days.

*PASS Program support provided:*

- Course expiration date included on every grade report.
- Thirty (30) day written notice to PASS CP prior to enrollment period expiration.
- PASS Goals Report and Detailed Student and Course Information Report updated daily and accessed online with password.
- Student inactivity alerts provided online. (Inactivity is defined as 30 calendar days with no unit test or retake test completed.)

#### **State PASS Standard Three: Mastery of Instructional Content**

School staff make appropriate placement decisions and provide needed support, as reflected by all enrolled migrant students achieving an average PASS grade of 70% or higher.

*PASS Program support provided:*

- Students are required to complete the unit workbook before taking the unit test. PASS Contact Person receives, reviews, and retains the workbook and certifies on the PASS test screen that the workbook has been completed.
- Guidance in placement decisions is offered on the enrollment form, and in “Does this Student Qualify for PASS?” and “Enrolling a Student in a PASS Course” sections of this handbook.

PASS STRATEGIES

Standards Revised  
December 2019

PASS Strategies  
In Support of Achievement of State PASS Standards

- Standard #1:** Districts enrolling migrant students in PASS maintain a 70% completion rate by building.
- Standard #2:** Migrant students progress steadily in PASS, completing a unit test every 30 or fewer days.
- Standard #3:** School staff make appropriate placement decisions and provide needed support, as reflected by all enrolled migrant students achieving an average grade of 70% or higher in PASS enrollments.

PASS Strategies		
Migrant Student	Student's School	Migrant Family
<ul style="list-style-type: none"> <li>Participates in the decision to enroll in PASS rather than another credit accrual alternative</li> <li>Helps select the PASS course to complete</li> </ul>	<ul style="list-style-type: none"> <li>Prior to placing the student in PASS, the counselor considers: student motivation to graduate, academic &amp; language proficiency, assessment results and reading/writing and (when relevant) math skills, GPA, attendance, prior grades, and grasp of prerequisite skills and concepts. Is PASS the best alternative?</li> <li>Feedback is solicited from the student's classroom teachers on ability to work independently and follow through on assignments and projects.</li> </ul>	<p><b>PASS</b></p> <ul style="list-style-type: none"> <li>Suggests minimum 2.0 GPA for enrollment, subject to unique student history and level of motivation</li> <li>Makes reading level of courses readily available</li> <li>Helps counselors learn how to evaluate when placement in PASS is appropriate</li> </ul>
<p>Can explain how this course will help achieve the goal to graduate</p> <p>Knows s/he won't have to repeat class from beginning to succeed in earning credit through PASS</p>	<p>Counselor and student review student transcript, credits accrued, and discuss and agree how PASS credit will apply to requirements</p> <ul style="list-style-type: none"> <li>Reviews "Unresolved coursework" from MSIS database, along with most recent withdrawal form and transcripts</li> <li>Enrolls student in portion of PASS course still needed to meet requirement</li> <li>Project Districts Only: Supply course supplemental and kit materials.</li> </ul>	<p>Verbalizes the dream that this young adult will graduate from high school</p> <p>Creates learning environment and sets high expectations to graduate from high school and pursue postsecondary opportunities</p> <p>Encourages counselor use of "unresolved coursework"</p>
<p>Commits necessary effort to complete the course; seeks help in evaluating priorities</p>	<p>Holds regular team meeting to review each migrant student's progress, communicate with families and plan next steps, including additional support if the student is struggling.</p> <ul style="list-style-type: none"> <li>Provides a quiet place to study free from distractions</li> <li>Helps the student develop effective study habits</li> </ul>	<p>Ensures student does homework</p> <p>Commends the student for choosing to study; provides place to study</p>
<p>Dedicates six or more hours per week to study PASS course materials</p> <ul style="list-style-type: none"> <li>Commits to meet with PASS Contact Person at least two hour/week</li> <li>Brings course materials to meetings with PASS CP</li> </ul>	<ul style="list-style-type: none"> <li>PASS Contact Person/mentor devotes two hours/week to this individual student's progress</li> <li>Helps the student obtain definitions of unfamiliar vocabulary</li> </ul>	<p>Encourages involvement of Records Clerk and Migrant Recruiter and utilization of their skills, services and resources</p> <p>Helps FPD learn about, evaluate and adopt successful strategies observed in other districts</p> <p>Provides test results promptly both online and by e-mail to the PASS CP.</p>

**PASS Strategies—Continued**

<b>PASS Strategies (Cont'd.)</b>			
<b>Migrant Student</b>	<b>Student's School</b>	<b>Migrant Family</b>	<b>PASS</b>
<p>Informs teachers when class placement is too difficult or easy</p> <p>When does not understand a concept in the course, or lacks needed materials, asks the PASS Contact Person for help.</p>	<p>Makes adaptations to instructional delivery model when necessary to meet needs of the ELL student</p> <ul style="list-style-type: none"> <li>Assists the student in mastering challenging concepts and makes certificated content experts available for tutoring</li> <li>If unit test score is D or F, student's completed workbook is reviewed with student and student is coached to correct work in workbook.</li> </ul> <p>Content expert tutors student prior to retake test or helps overcome writer's block.</p> <ul style="list-style-type: none"> <li>Reinforces improvement, as well as success</li> <li>Notifies and commends best work</li> <li>Requires workbook completion</li> <li>Assess student readiness to test by comparing completed workbook with answers in Mentor Manual as part of review for unit test.</li> </ul>	<p>Talks with the student about the course</p>	<p>Provides online resources for school counselors to support effective placement strategies</p> <p>Recommends student access to local content experts</p>
<p>Completes unit workbook before asking to test</p>	<ul style="list-style-type: none"> <li>Reinforces improvement, as well as success</li> <li>Notifies and commends best work</li> <li>Requires workbook completion</li> <li>Assess student readiness to test by comparing completed workbook with answers in Mentor Manual as part of review for unit test.</li> </ul>	<p>Provides positive reinforcement and encouragement for unit grades of A, B, or C</p>	<ul style="list-style-type: none"> <li>Provides online Student Grade Reports, and the Detailed Student Activity Report to support frequent monitoring by local staff of individual PASS student status.</li> <li>Electronically notifies the CP when a student is not making steady progress in an enrollment.</li> </ul>
<p>Reminds PASS Contact Person when online testing notes authorize use of materials not made available</p> <p>Accepts accountability for return of school property, including books, to minimize fines/fees</p>	<p>Administers PASS tests in compliance with published procedures, including unit testing notes</p> <p>Visits the family when a student is absent 3 or more consecutive days</p>	<p>Expects and actively seeks feedback on the student's school performance</p> <ul style="list-style-type: none"> <li>Ensures student attends school</li> <li>Formally withdraws children to ensure documentation of partially completed coursework</li> </ul>	<p>Provides training, printed and online resources for PASS Contact Persons and Test Proctors to support uniform test administration practices. Electronically monitors testing anomalies and researches them.</p> <p>When alerted by most recent serving school, facilitates transfer of an active PASS course from one district to the next</p>
<p>Establishes personal goals (dates) for completion of course units</p>	<p>Paces the student. Initiates early intervention for a student not making steady progress through PASS by holding a meeting with the student, his parents or guardian, the academic counselor and/or Migrant Home Visitor. Completing and testing each unit in approximately 30 days will complete full course within the regular school year enrollment period.</p> <p>FPD works with building administrators to evaluate and, if necessary, revise the program delivery model or staffing in order to achieve State PASS standards.</p>	<ul style="list-style-type: none"> <li>Reinforces the value of achieving personal goals</li> <li>Recognizes that enrollment in PASS is a privilege.</li> </ul>	<ul style="list-style-type: none"> <li>Supports local administrative review of effectiveness of support strategies for PASS students through the online Goals Report Card.</li> <li>Proactively shares effective support strategies developed in Washington schools.</li> <li>Reports building level data to OSPI to promote effective local curriculum delivery models through the PASS Academic Improvement Plan process.</li> </ul>
<p>Maintains consistent effort to capitalize on the opportunity to catch up with classmates through PASS</p>	<p>Encourages child's success in all schoolwork, within and outside the school day, in support of his/her career goals.</p>		

## ENROLL A STUDENT IN A PASS COURSE

### The PASS Alternative

Washington high school students earn needed credit through PASS every year. Access to a variety of placement options including PASS helps the academic counselor select an alternative in which the student is most likely to succeed. A student's access to PASS course materials is limited to course units in which actively enrolled.

### Overview of PASS Enrollment

1. Counselor chooses PASS as proper placement and identifies course and units.
2. PASS CP meets with student and student's family and completes a learning contract.
3. Student is enrolled in PASS using an online form.
4. Student is paced and tutored, then tested online.
5. Student completes course and a transcript is sent to registrar.

### Placement Considerations

- Among enrolled migrant students, Priority for Service migrant students must be served first by Federal law. See Glossary.
- Can the student make up a credit deficiency through enrollment outside the regular school day in a scheduled class with other students guided by a certificated teacher?
- Is the student's reading level sufficient to succeed through the written PASS course?
- (See Course Descriptions Manual.)
- What most interests this student? How can that interest be linked to the PASS course?
- What support can your school offer to help the student succeed?
- Has the student previously been successful in alternative placements such as PASS?
- Which PASS course articulates best with the course the student would have completed in your local school to meet this requirement? Provided State High School Generic Course Codes can help in this decision. See Placement Resource for Secondary School Counselors, or the back cover of the Course Descriptions Manual.
- Has the student partially completed any course that could now be finished through PASS units for full credit?

### Additional Summer School Placement Tips

- Is the student already enrolled in PASS from spring? Ask the academic counselor or call your PASS Help Desk.
- In what courses is the student already enrolled for fall term?

### How Many Units of the Course?

Enroll in the number of units the student can realistically complete in the enrollment period. Plan on 18 seat hours per unit, or 90 seat hours per five-unit course.

Migrant student? Suggested limit is 6 PASS units at any one time.

### Learning Contract

The required learning contract can be the *PASSport to Success* trifold brochure provided with the course, or a form already in use at your school. Other formats designed by districts are available in electronic form. Call your PASS Help Desk.



## Enroll Your Student Online

- To enroll a student, you must be an authorized PASS Contact Person with active status, a user name and database password (use Form A).
- Note: PASS database users who also have access to MSIS, must have different passwords for each database.
- The student must be enrolled in the school building your Form A authorized you to serve. In rare instances, you may be authorized by your building administrator to serve a student not enrolled in your building through PASS.
- Online enrollment is fast and easy. Go to [www.msdr.org](http://www.msdr.org). Enter your username and password. Once logged into the PASS Database, from the Navigation Menu, choose Online Enrollment and complete the form. Print a copy for your records if desired. Click Send Enrollment.
- Questions? Call your PASS Help Desk.

## Enrollment Tips

Enter MSIS Student I.D. number accurately. Please double check.

- Separately select each course unit number desired.
- Health course? Before enrolling a minor in the PASS Health course, follow your school's parental permission requirement for high school health courses. Form F is offered as a local resource for that purpose.
- Need printed tests? Only available when the student is unable to test online, either due to lack of computer access or an accommodation required by the student's IEP.

## Spring Graduating Senior

May 15<sup>th</sup> is the PASS enrollment deadline for spring graduating seniors. Please allow sufficient time for issuance and receipt of the PASS transcript prior to your local deadline.

## Prior Success in PASS Reviewed

When the student's previous history in PASS reflects no tests taken, or a grade below 60% averaged across tested units in an enrollment, the PASS CP will be asked to identify additional support to be offered, and to describe the student's motivation to complete the enrollment successfully. These questions will pop up automatically within the online enrollment form.

## Shipment of PASS Materials

PASS ships weekdays year-round. Shipping is UPS Ground or US Postal Service. The PASS Database offers the option to track your PASS shipment.

## All Course Packets Include:

- Student workbook for each unit. The shipment will also include a student notebook, highlighter, pen and pencil, bookmark, and PASSport to Success. NOTE: Mentor Manuals (workbook answers) and some PASS produced course supplemental materials are offered online from the PASS database with your password.

## Migrant Funded District Course Packets Include:

- List of course supplemental material and kit lists student needs to complete the course.
- Note: PASS produced course supplemental text downloads are offered online with your password, under the "CP Resources" tab located in the PASS Database.

## **Migrant Enrollments from Non-Migrant Funded Districts Course Packets Include the Additional Items:**

- Textbook(s) (to be housed in lending library by the CP). Supplied only the first five times your school orders the course.
- If the teacher copy of a textbook is supplied, reuse is required.
- Unit kits that contain most supplemental materials. List of items needed locally, if any, is provided. Reuse of these materials is suggested.
- A Mentor kit of higher value equipment needed by the student is supplied upon request, limit 1. Subsequent requests are available at cost.

The PASS Program appreciates return of excess PASS textbooks for reuse. Call first to verify that edition is still being used.

## **Course Materials and Re-Use Policy**

Migrant students enrolled by non-migrant funded districts will receive supplemental course materials unless otherwise specified on packing list. The PASS Program requires that PASS Contact Persons reuse mentor kits, calculators, and teacher textbooks provided the first-time certain courses are ordered. Packing lists will identify non-consumable lending library items shipped with quantity limitations, and items are expected to be a part of the Contact Person's lending library. Shipping exceptions may be requested at the time of enrollment.

## ENROLLMENT PERIOD

An enrollment period is that period of time during which a student is authorized to study and test on enrolled units of PASS course materials under the supervision of a PASS Contact Person.

### When Does the Enrollment Period Begin?

The day a student is formally enrolled by the PASS Program. Enrollment is confirmed by the Student ID PASSport mailed with course materials, or by checking your Detailed Student Activity Report online.

### When Does the Enrollment Period End?

When the first of these occurs:

- a unit test has been scored for each enrolled unit and either a) the final unit test score did not qualify for a retake test, b) the contact declined the retake test, or c) the time frame a student is eligible to retake test has expired
- An online drop is submitted, or a completed Form C transferring the student's PASS enrollment is processed by the PASS Program
- (regular school year enrollments) June 14 Auto Withdraw
- (summer school enrollments) August 22 Auto Withdraw

### How to Drop (End) a PASS Enrollment

End the enrollment period, so a transcript is issued by dropping a student when they are no longer actively working on PASS coursework.

1. In the PASS database, choose the tab "View Student."
2. Enter student info. SEARCH. Click box by your student's name.
3. Choose the course. Click the RED X icon.
4. Choose the drop reason. PROCESS DROP.

While awaiting the PASS transcript, provide a printed Student Grade Report to the counselor. Your Migrant Records Clerk can help you learn if the student has moved out of your district. A student relocation Form C is available to support a student in continuing their PASS course work at another school.

Unused course materials. You may return unused course materials if the course was not used, or transfer the course to another student. No student may be given access to these materials until he or she has been formally enrolled through PASS.

A student relocation Form C is available to support a student in continuing their PASS course work at another school.

### Minimum Time to Complete

Courses require an average of 18 seat hours per unit, or 90 seat hours per course. Expecting a 5-unit course completion in less than 90 days is generally unrealistic.

## **Re-enroll in Untested Units**

When a student was unable to complete all enrolled units before the PASS enrollment period ended, and the PASS CP possesses all untested course unit materials, that same student may be enrolled again in the untested units. This option is generally available only while the original course remains the currently shipped version. Students may only re-enroll in untested units of a discontinued course until March 15<sup>th</sup> of the succeeding school year.

Please call the PASS Help Desk for further details. A student's prior performance in PASS may require an assurance of enhanced support before a new enrollment will be approved. Examples:

- A supervised after school setting for focused study
- Scheduled tutoring with an expert in the course's content
- Assistance in developing effective study habits
- Compare answers in unit workbooks with Mentor Manual to ensure student is learning intended content in preparation for test
- Guided review of unit materials prior to testing
- Close supervision of time remaining in an enrollment period and pacing of student progress to ensure successful completion.

## Change the PASS Contact Person of Record

Call your PASS Help Desk when a PASS Contact Person in your building or district is no longer serving students in PASS.

To transfer specific active PASS enrollments from one PASS CP to another:

1. Print the current Detailed Activity Report listing the students.
2. In ink, write “Transfer students marked with an asterisk to (fill in name of PASS CP in your district).”
3. Use asterisks to identify the students.
4. Sign, date and mail the report to the PASS Program.

To transfer all active PASS enrollments from one PASS CP to a person now registering as a PASS CP, on Form A check “replaces \_\_\_\_\_” and fill in the name.

## Transfer a PASS Course to a Different Student

Available in these situations:

1. A student enrolled in PASS transferred to a new district, or school within a single district;  
or
2. You have an unused course in new condition and want to transfer it from one student to another at your school.

Situation 2 must meet each of these conditions:

- Course is the most recently released version.
- You identify the previously enrolled student.
- Previous student did not test in any unit of the course.
- Previous student was enrolled within the current or previous school year.
- Washington MEP funded courses may only be transferred to a currently eligible Washington Migrant student or Continuation of Service (COS) student.

A course can only be transferred to a different student one time. Materials provided to the new student must not be marked by the prior student in any way.

Procedure:

- Is the previous enrollment active?
- Complete the **Online Enrollment Form**, selecting Course Transfer (Need Materials—YES), or Course Transfer (Need Materials—NO).
- When prompted, drop the student with the most relevant Drop Code by selecting the appropriate student and course.
- Are replacement materials needed? Complete **Form E**.

## TESTING TO ASSESS STUDENT LEARNING

The purpose of standardized testing procedures in PASS is to ensure that each enrolled PASS student in every district or agency has an equal opportunity to demonstrate what they have learned and earn needed credit.

The PASS test proctor is required to review this section of the Handbook carefully, and to diligently follow procedures outlined here. Adherence to testing procedures is monitored electronically and by local school staff. Completed student workbooks for recently tested units must be available for review on request.

**Who may proctor a PASS test?** An individual authorized by a school district administrator through PASS Form A to serve as either a PASS Contact Person (enrollment, mentoring and test proctoring privileges) or a PASS Test Proctor (test proctoring privileges). The person proctoring a PASS test must not be related to the student being tested, and must possess his or her own password to the PASS database. A PASS Test Proctor is trained by a PASS Contact Person to follow approved testing procedures and supervised in this vital role. Periodic review of these published procedures is encouraged.

### Summary: The Test Proctor's Role

1. Safeguard your unique password to the PASS database, all test materials, and student data always. The student is never permitted to review the unit test in advance of taking it. Access to student data is defined by local school practice and subject to Federal laws.
2. Provide authorized course materials for approved portions of the unit test.
3. Prepare to enter a local supplemental score if so, noted in the student's unit workbook.
4. Remain present throughout the student's entire unit test, supervising student activity and protecting the student from distractions and disruptions.
5. When relevant, return course materials used in the test to the PASS Contact Person.
6. Return written assignments and artwork the student completes during the testing session to the PASS Contact Person, who will mail them to the PASS Program for scoring.

### Prepare for the PASS Test

#### PASS Contact Person

1. **Review the unit workbook.** Verify that the student has completed it. required even when the student completed approximately the same course in a previous setting and simply never received credit.
2. **Assess readiness to test.** An informal, oral pre-test using review questions at the end of the unit workbook is helpful. Focus renewed effort on important topics not yet understood.
3. **Quoting a source vs plagiarism.** Confirm that the student understands the difference. See Policy on Cheating and Plagiarism.
4. **Local Supplemental Score.**

*What is it?* Student work graded at the local school and reported as part of the PASS online test. Part or all of the unit grade.

*Which courses?* Four P's Units 1 and 5. See unit workbook for details. Each unit of PASS science courses. See workbook introduction.

*Science course units: how to calculate "Local Score"*

- Student scores specified assignments in workbook using provided rubric, and records scores on provided Check-Off Sheet.

- PASS CP or teacher scores 5 assignments at random to confirm the student's scores.
  - Calculate percent correct ("Local Score") at bottom of form.
5. **Collect all unit materials from the student.** You may be authorized to return some of them to the student in specific parts of the testing session.
  6. **Schedule the unit test** with the student. Approximately 30 minutes at the computer will generally be required, more in English, Art, Algebra, World History and World Geography unit tests. In those tests, you may wish to notify the student's next period teacher of potential delayed arrival.

*NOTE: The student is only permitted to complete one test or retake test in this course per day.*

## The PASS Test Session

### PASS Contact Person and/or Test Proctor, if applicable

1. **Pull up the online test.** In the PASS database, from the navigation menu, choose "Test Students Online". Choose the student; choose the unit test.

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2. **Read and approve the certification statement.** It affirms compliance with important course administration procedures.
3. **Follow test directions carefully.** Advise the student to carefully read and follow unit test and assignment directions. Points are often awarded for so doing.
4. **Enter the Local Supplemental Score** (if any).
5. **Read Notes to the Test Proctor** if these are offered at the beginning of the online test. They tell you what materials the student can use during specified portions of the test.
6. **Close your Internet browser** to prevent unauthorized access to the PASS database.
7. **Seat the student at the computer.** Verify that only approved materials are available.
  - Approved materials: pencils, eraser, black or blue ink pens, and blank scratch paper provided by the test proctor.
  - Additional course materials if and at times specified in Notes to the Test Proctor. Example: student can have novel when writing the essay, but not during the online test.
8. **Personally, supervise the student** throughout the test. Protect the student from distractions to the extent possible. Do not print or save the test in whole or in part in any format or allow the student to do so. Ensure the student does not leave the online test to visit other Internet resources.
9. **Provide only authorized support** for the student. Teaching ends when the test begins.
  - Approved: Read test directions aloud word for word. Translate test directions word for word into the student's primary language without explanations. Extend time to complete the test within the single supervised testing session.
  - Not approved: Do not rephrase or explain test directions, test questions, possible response items, or words/phrases from the test. Translation is limited to test directions, and word for word.
  - Student with an IEP. Variations in scheduling, setting, aids and equipment, and presentation format recommended by the IEP are permitted, except that accommodations shall not change the level, content, or performance criteria of the PASS examination.

- *Loss of Internet access or building evacuation.* Exit your Internet browser (if it is not already down). Call PASS as soon as possible to request that the student be allowed to take the online test again from the beginning. Original student answers will be lost.
10. **Written assignment or artwork.** If this is required at the end of the online unit test, for this portion of the test return to the student only those materials specifically authorized in "Notes to the Test Proctor," which you previously reviewed.
    - **NOTE:** Text or images in written assignments and artwork must be dark enough to scan well. Unless otherwise indicated in Notes to the Test Proctor, this work is to be completed and collected immediately after the online proctored testing session; or in a subsequent proctored test session. Unless otherwise noted in the Course Descriptions Manual, students should never complete the written or art test section of the test outside a proctored environment.
  11. **Collect all materials.** Materials include course materials, scratch paper, and written assignments or artwork (with Writing/Art Prompt if printed). Verify that the student has written his/her name, the course title and unit number on the written assignment or artwork. If not, have the student do so now.
  12. **Dismiss the student.**
  13. **Return all course and test materials** (written assignment or artwork) promptly to the PASS Contact Person.

## After the PASS Test

### PASS Contact Person

1. **Promptly submit the written assignment or artwork** (if any) required as part of the unit test to the PASS Program for scoring. The unit is NOT graded until this work is submitted and scored.
2. **Receive the student's unit grade** from PASS via e-mail, or by viewing the Student's Grade Report online.

*Unauthorized use of password.* Paying attention to e-mail notices of students' unit test grades in PASS is essential. If unauthorized access to the database is suspected, immediately change your password ("Login to PASS", "Maintain Account"). Then notify the PASS Program.

3. **Grade of D or F?** Skip to "Detail: Unit Retake Test" below.
4. **Grade of A, B or C?** Great! Begin work on the next sequential unit of the course. Schedule your next work session and the date of the next online test. Provide relevant course materials so the student can resume work.



## Unit Retake Test

Students must be well prepared before attempting unit tests. Dependence on retake tests must not become the norm. Only one retake test is permitted per course unit. A retake test is only offered for a student earning a D or F grade for the most recently scored unit test for 90 days, until the term ends, or the contact waives the student retake option in the student alerts section.

Example: after Unit 3 test is submitted, option to attempt Unit 2 retake test is withdrawn.

1. **Support focused review of unit materials.** The retake test score will be the final unit grade.

*Example: Unit test = D+; retake test = D-. Unit grade = D-.*

2. **Written assignment or artwork required?** Advise the student to complete it once more to improve the overall unit grade. This work is completed during the single, proctored test session unless otherwise stated in Notes to the Test Proctor. The retake test grade is not issued until this work is submitted and scored.
3. **Repeat** steps in "Detail: Prior to the PASS Test"
4. **Repeat** steps same as "Detail: The unit test session..."
5. **Repeat** Steps 1 and 2 in "Detail: After the unit test..."
6. **Initiate the student's work** on the next sequential unit of the course (as above).
7. **Schedule with your student:** your next work session and the date of the next online test.

## After the Final Unit Test of the Enrollment

1. **Update student's counselor.** Print a copy of the Student's Grade Report for his/her academic counselor.
2. **Retain course items for reuse.** Keep novels, textbooks, and more expensive course items to use the next time you enroll a student in this PASS course. The student is permitted to retain other supplemental materials such as a glossary or English grammar guide.
3. **Unit workbooks.** With exceptions listed below, two weeks after the transcript for the enrollment is received, shred and discard the student's completed workbooks.

*Exceptions:*

- *Four P's:* Student retains all unit workbooks in Four P's course. They are helpful in the student's High School & Beyond portfolio and culminating project.
- *Health, or Art:* Student retains all unit workbooks to support review for required CBA. Ask the student's counselor to help your student register for this test.
- *Biology, Algebra I, or Geometry:* Student retains workbooks to support review for state assessments. Ask the student's counselor to share state assessment test data.
- *US History B, or Contemporary World Problems:* Ask your student's counselor to arrange for the student to complete the CBA in Civic Involvement. PASS offers this CBA as a stand-alone unit.

*Thank you for helping your student succeed through this PASS enrollment!*

## POLICY ON CHEATING AND PLAGIARISM

PASS CPs are strongly encouraged to review this policy with their students in advance of initiating work in a PASS course.

### Definitions

#### Cheating

Offenses include, and are not limited to, the following:

1. Copying or attempting to copy from another's test, assignment, or other material that is intended to represent individual effort.
2. Allowing another student to copy one's work when the intent is that the work be done individually.
3. Bringing information, material, or devices to class or taking information, materials, or devices from class that could be used to cheat when the intent is that each student know the answers without outside aid.
4. Aiding another student in any way with his/her work when that work is intended to be an individual effort.
5. Supplying another student with information, materials, or devices that may be used to help that individual cheat.
6. Unauthorized use of a PASS Program password to view and/or complete and submit an online unit test or retake test. (Testing anomalies documented by data capture in the online testing environment are investigated.)
7. Completing a PASS online unit test or retake test on behalf of a student other than oneself, with or without knowledge of the enrolled student or test proctor.

#### Plagiarism

Defined as copying or attempting to copy another's work and claiming it as one's own. This includes passages, pictures, illustrations, graphs, and other information from books, magazines, newspapers, compositions, essays, Internet source, or any other source used.

### Penalties

In instances of cheating in PASS for which the following penalties are inappropriate, the PASS Program Director shall determine a suitable penalty after consulting with the student's building principal (or designee).

#### First Offense

On the student's first offense of cheating while enrolled in PASS:

1. a written recommendation will be made by the PASS Program that the student's parent be notified by the PASS CP in writing, and that a student/PASS CP/academic counselor conference be held to explain this policy, and
2. the test in which the cheating occurred shall receive a score of zero. No retake test is permitted. The unit score is zero.

#### Second and Subsequent Offense(s)

The penalty shall be determined by the PASS Program Director following consultation with the PASS CP. Written confirmation from the PASS Program Director of the penalty imposed will be provided to the district or building administrator and the PASS CP. The penalty may include, but is

not limited to, dropping the student's enrollment in any ungraded units of PASS courses, and/or withholding the student's transcript for units tested.

## Appeal

The student and/or his or her parent or guardian shall have the right of appeal to the Principal of the school in which the student is enrolled. The Principal shall communicate his or her recommendation(s) in writing to the PASS Facilitator, who shall retain final decision-making authority.

**GRADES, CREDIT AND TRANSCRIPT**

**Credit Potential**

A student enrolled in PASS has the potential to earn credit for each course unit completed with a score of 60% or higher at the rate of 0.1 credit/unit. A full five-unit PASS course has the potential to earn 0.5 Carnegie credit.

**Credit Earned**

Grades earned on all units tested in the course within an enrollment period are averaged to determine the final grade and if credit was earned. Students earn credit in the course if the student course average in the enrollment period is 60% or above. Credit issued by Sunnyside School District.

**Combining PASS Partial Credit**

The registrar or counselor combining partial credit from multiple sources including PASS may need the student’s Grade Report that lists grades for individual PASS units.

**When is the Transcript Issued**

When an enrollment period ends after at least one unit has been tested. Transcript is mailed to the registrar at the student’s school as indicated on the enrollment form. (See confidentiality of records above.)

**Transcript Processing Time**

MSDRS works closely with Sunnyside High School administration to process transcripts in a timely manner. Please allow 10-14 business days for processing.

**Grading Scale**

The letter grade and grade points awarded are based on an average of the percent correct of each of the units tested during an enrollment period. The Washington PASS Program uses the grading scale authorized by WAC 392-415-050 and in use at Sunnyside High School.

A	93-100	=	4.0	C	73-77	=	2.0
A-	90-92	=	3.7	C -	70-72	=	1.7
B+	88-89	=	3.3	D+	68-69	=	1.3
B	83-87	=	3.0	D	60-67	=	1.0
B-	80-82	=	2.7	F	0-59	=	0.0
C+	78-79	=	2.3				

When a unit test includes a written assignment or artwork, the breakdown by percent for the online test and the assignment is provided in Notes for the Test Proctor at the beginning of the online test, and in the Course Descriptions Manual.

## AWARDS AND RECOGNITION

Each year, the Washington PASS Program invites nominations for, and announces recipients of, two prestigious awards for the State of Washington.

### **PASS Student of the Year**

#### **2023/24 PASS Student of the Year**

<u>Award Recipient</u>	<u>Nominator(s)</u>
<i>Jareth Sanchez</i> <i>Manson High School</i>	<i>Jorge Lopez</i> <i>Migrant Recruiter</i>

### **Eligibility**

Any migrant student who completed one or more PASS courses in your district last school year, summer or during the current school year. Preference is given to candidates with a recent history of migrancy.

### **Nomination Process**

Nomination forms are emailed to active PASS Contact Persons in Washington and offered electronically at [www.msdr.org](http://www.msdr.org). PASS Contact Persons and PASS Program staff may nominate students. Student nominations must be received by MSDRS no later than the submission date listed on the nomination form each year to ensure consideration.

### **Selection**

Nominations are reviewed by school and Migrant Education Program staff. Tabulation of scores is reviewed by MSDRS Senior Program Manager and final selection is made by PASS Program Staff.

### **Award**

The award recipient is honored during the State Migrant Education Program (MEP) Conference.

Washington State PASS Student of the Year recipient and 1<sup>st</sup> runner up are placed in nomination for the National PASS Migrant Student of the Year Award and are eligible for a \$500.00 scholarship each semester for up to two years. Inspirational stories of all students nominated for the award are submitted to the National PASS Center to share with migrant educators across the United States.

### **National PASS Students of the Year from Washington**

- Jesus Carmona, Wapato, 2023/24
- Jazmin Corona, Grandview, 2021
- Crystal Rivera, Wapato, 2020
- Elizabeth Esperanza Santos-Hernandez, Mount Vernon, 2012
- Juan Mendoza, Yakima, 2011
- Abigail Estevez, Yakima, 2011
- Charles Wesley, Granger, 2007

## **PASS Contact Person (or Team) of the Year**

### **2023/24 PASS Contact Person of the Year**

Award Recipient: Reyna Quiroz, Wapato School District

Nominator: Marilyn Bergevin, Federal Programs Director, Eastmont School District

### **Eligibility**

All PASS Contact Persons who enrolled and coached at least three migrant students, each of whom completed a final enrolled unit of a PASS course after June 15<sup>th</sup> of the past year.

### **Nomination Process**

Nomination forms are e-mailed to Federal Projects Directors when all State Migrant Education Program Awards and Recognition information is disseminated, and the nomination forms are offered to all interested parties at [www.msdr.org](http://www.msdr.org). School staff, parents, students, and Washington MEP Program staff may submit nominations. Contact nominations must be received by MSDRS no later than the submission date listed on registration form for the current school year.

### **Selection**

In consultation with PASS Program staff and school and agency representatives, selection is made by PASS Program Staff.

### **Award**

The award recipient is honored during the State MEP Conference.

## Recipients of the PASS Contact Person of the Year Award

School Year	Staff Name	District
2023/24	Reyna Quiroz	Wapato School District
2021/22	Lisa Farias Flores	Eastmont School District
2020/21	Jessica Raigoza Jose Ortiz	Kiona-Benton School District
2019/20	Elida Rodriguez	Kennewick School District
2018/19	Jessica Raigoza	Kiona-Benton School District
2017/18	Reyna Quiroz	Wapato School District
2016/17	Angelica Villegas	Kennewick School District
2014/15	Vidal Hurtado	Eastmont School District
2013/14	Kirsten Lenz	Highland School District
2012/13	Jonathan Lang Beljica Cortes	Yakima School District
2011/12	Timm Distefano	Pateros School District
2010/11	David Parker	Grandview School District
2009/10	Peter Jelsing	Wenatchee School District
2008/09	Bill Hudnall	Prosser School District
2007/08	Veronica Gonzales	Mount Vernon School District
2006/07	Kim Holladay	Cashmere School District
2005/06	Julia M. Renteria	Eastmont School District
2004/05	Nohra Giraldo	Seattle Public Schools, Ballard High School
2003/04	Kevin McKay	Zillah School District
2002/03	Kathryn "Kathy" Ortolf	Toppenish School District
2001/02	Mariano Renteria	Eastmont School District, East Wenatchee
2000/01	Diane Anthony	Ellensburg School District
1999/00	Alice Villanueva	Yakima School District
1997/98	Carmen Jenkins	Othello School District
1996/97	Mark Kondo	Othello School District
1995/96	Betty Patu	Rainier Beach HS, Seattle Public Schools
1994/95	Beryl Brown	Dayton School District
1993/94	Julie Nuntananusit	North Franklin School District, Connell
1992/93	Madelyn Carlson	Toppenish School District
1991/92	Barbara Behrends	North Franklin School District, Connell
1990/91	Kay Kelly	Sunnyside School District
1989/90	Phyllis Campbell Kim Rothenberger	Mabton School District Bremerton School District
1988/89	Mary Harper Madelyn Carlson	Bingen Job Service Center Toppenish School District
1987/88	Cathy Sahli Gracie DeLeon Connie Flores	Wahluke School District, Mattawa Moses Lake School District Prosser School District
1986/87	Barbara Knick	Ocean Beach School District, Ilwaco
1985/86	John M. Cerna	Toppenish School District
1984/85	Myreta Fuquay	Prosser School District
1983/84	Minh Anh Hodge	Kennewick School District



## GLOSSARY

## Certificate of Eligibility (COE)

Form used by a Migrant Recruiter or OSPI Identification & Recruitment Specialists to record information obtained from a family whose most recent qualifying move established their eligibility for Migrant Education Program benefits under Title I Part C. Information is entered into the MSIS database. A scanned copy of the COE form is available through the MSIS database (password required). Password request form offered at [www.msdr.org](http://www.msdr.org).

## Continuation of Service

“Sec. 1304. State applications; services.

- (e) Continuation of services. - Notwithstanding any other provision of this part –
1. a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;
  2. a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and
  3. students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.”

Public Law 114-195(Elementary and Secondary Education Act of 1965),  
Title I, Part C, Section 1304

## Educational Interruption

“Educational interruption’ means that a student, in the preceding 12 months, changed schools or missed a ‘significant’ amount of school time (e.g., ten days or more) during the regular school year due to the child’s or family’s migrant lifestyle.”<sup>1</sup>

## Migrant Records Clerk

District educator funded by the Migrant Education Program grant to document eligibility of migrant families residing in the district in the Migrant Student Information System (“MSIS database”), and their children’s health and educational status for ready access by educators.

## Migrant Recruiter

District staff funded by the Migrant Education Program grant to interview and document eligibility of migrant families residing in the district on the Certificate of Eligibility (COE) form. Establishes a three-year period of eligibility beginning with the Qualifying Arrival Date (QAD).

## Migrant Student Information System

A computer database managed by the Migrant Student Data, Reporting and Support (MSDRS) office in Sunnyside, funded by OSPI. Enables educators in a receiving school to quickly obtain educational and health records from a Washington sending school for a student who qualifies for Migrant Education Program benefits under the Federal government definition. Accessed online at [www.msdr.org](http://www.msdr.org) . For further information, call (800)-274-6084 toll-free

## Migratory Child

(3) MIGRATORY CHILD. —The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months—

- (A) as a migratory agricultural worker or a migratory fisher; or
- (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

(4) MIGRATORY FISHER.—The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

P.L. 114-95, Enacted December 10, 2015

<sup>1</sup> U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, Draft Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children (rev Dec. 2015)., Chapter V, section B4, p. 70.

Priority for Services

(d) PRIORITY FOR SERVICES. —In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
- (2) have dropped out of school.

The definition of Priority for Service used in Washington State is approved by the Office of Migrant Education in Washington, D.C. It is available through the Superintendent of Public Instruction website. PASS Contact Persons in districts receiving MEP funding are encouraged to review the definition with the district's Federal Projects Director, who supervises the local Migrant Education Program.

Qualifying Arrival Date (QAD)

Date of the most recent qualifying move that qualified a family to receive Migrant Education Program benefits by federal law. Listed on the COE Form.

Qualifying Move

(5) QUALIFYING MOVE.—The term “qualifying move” means a move due to economic necessity—

- (A) from one residence to another residence; and
- (B) from one school district to another school district, except—
  - (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

State's Challenging Academic Content Standards

Federal guidance: “The SEA [State educational agency] should examine students' academic performance within the past 12 months on the State assessment....[to identify] which children are failing or at risk of failing to meet the State’s standards (e.g., students not scoring at the proficient level)...If the SEA does not have State assessment data on a particular migrant child., the SEA may use other relevant information, like local academic assessment data or the degree to which the child is subject to multiple risk factors (e.g., being retained in grade/overage for grade, eligible for free/reduced price lunch, limited English proficient) to determine if the child is at risk of failing to meet the State’s standards.”<sup>2</sup>

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<sup>2</sup> *Ibid.*, Chapter V, section B3, p. 69.



## PASS COURSE LISTING AND WASHINGTON STATE CREDIT REQUIREMENTS

### A PLACEMENT RESOURCE FOR SECONDARY SCHOOL COUNSELORS

Courses listed may support students in satisfying the state and local graduation credit requirements for class of 2024 and beyond. To learn more about the Washington state graduation requirements visit <https://www.k12.wa.us/student-success/graduation>.

Course Cost: Free for eligible migrant students

Course Guides: Available for each course.

Districts NOT receiving a migrant grant, will receive supplemental course materials.

Transcripts: Fully accredited, transcripts issued by Sunnyside School District and mailed to school registrar upon completion.

Districts receiving a migrant grant may use funds from the grant to purchase required supplemental materials.

Differentiated Instruction: Text and online resources to support differentiated instruction.

Course/Credit: Unless otherwise noted, courses are equivalent to a semester .5 credits / Carnegie units.

Testing: Most online tests are scored by PASS, with some assignments submitted to certificated scorers to score and provide feedback.

- Course Placement: Full or partial credit enrollment options available.

Standards Abbreviations: **CCSS**=Common Core State Standards    **ELA**=English Language Arts    **SS & Hist**=Social Studies & History    **C3**= College, Career, and Civic Framework for Social Studies Standards    **STI**= Since Time Immemorial curricula as referenced in Senate Bill 5433

#### English

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
01104	*Creative Writing	English	7		English
01001	English IA	English	6	CCSS ELA	English
01001	English IB	English	6	CCSS ELA	English
01002	English IIA	English	6	CCSS ELA	English
01002	English IIB	English	6	CCSS ELA	English
01003	English IIIA	English	6	CCSS ELA	English
01003	English IIIB	English	6	CCSS ELA	English
01004	English IVA	English	7	CCSS ELA	English
01004	English IVB	English	6	CCSS ELA	English
01999	*Learning English Through Literature	English	6		English (ESL)

#### Mathematics

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
02053	Algebra IA	English, Spanish	8		Mathematics
02053	Algebra IB	English, Spanish	8		Mathematics
02056	*Algebra IIA	English, Spanish	8		Mathematics
02056	*Algebra IIB	English, Spanish	8		Mathematics
02072	Geometry A 2025	English	6	CCSS Mathematics	Mathematics
02072	Geometry B 2025	English	6	CCSS Mathematics	Mathematics

#### Science

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
03051	Biology A	English	8		Science
03051	Biology B	English	8		Science
03003	Environmental Science A	English	8		Science
03003	Environmental Science B	English	10		Science

#### Social Sciences and history

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
04161	Civics 2025	English ( <i>Sp. coming soon</i> )	9	CCSS ELA for SS & Hist, C3 and STI	
04161	*Civic Involvement CBA (.2 credit, 2 unit)	English	10		
04064	Contemporary World Problems	English	8		Social Science
04201	*Economics	English	8		Social Science
04151	U.S. Government 2010	Spanish	8		Social Science
04151	U.S. Government 2025	English ( <i>Sp. coming soon</i> )	9	CCSS ELA for SS & Hist, C3 and STI	Social Science
04102	U.S. History A 2011	Spanish, Russian	8		Social Science
04103	U.S. History A 2025	English ( <i>Sp. coming soon</i> )	9	CCSS ELA for SS & Hist and C3	Social Science
04103	U.S. History B 2011	Spanish	8		Social Science
04103	U.S. History B 2025	English ( <i>Sp. coming soon</i> )	9	CCSS ELA for SS & Hist and C3	Social Science
04111	W.A. State History & Government ( <i>grades 7-12</i> )	English, Spanish	10		Social Science
04001	World Geography	English, Spanish	10		Social Science
04051	World History A	English	8	CCSS ELA for SS & Hist	Social Science
04053	World History B	English	8	CCSS ELA for SS & Hist	Social Science

#### Health and Fitness

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
08051	Your Health 2002	Spanish	8		
08051	Your Health 2025	English ( <i>Sp. coming soon</i> )	6	2016 Health Education Standards	

#### Fine, Visual or Performing Arts

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
05154	Visual Arts A	English	8		Arts
05155	Visual Arts B	English	8		Arts

#### \*Electives

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
02157	*Consumer Math ( <i>grades 7-12</i> )	English, Spanish	8		
02001	*General Math A ( <i>grades 7-12</i> )	English	6		
02001	*General Math B ( <i>grades 7-12</i> )	English	6		
02074	*Math 8A ( <i>grades 7-12</i> )	English	7		
02074	*Math 8B ( <i>grades 7-12</i> )	English	7		
02015	*Pre-Algebra ( <i>grades 7-12</i> )	English, Spanish	6		
22999	*Preparing for College (.1 credit offered, 1 unit course)	English	8		
04161	*Civic Involvement CBA (.2 credit offered, 2 unit course)	English	10		
22003	*Study Skills	English	7		

#### \*Culminating Project/High School & Beyond Plan

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Learning Standards	Univ Admission CADR
Culminating Project	*Four P's (Unit 5 offers; .1 credit)	English	8		Plan, Pathway, Project
HS & Beyond Plan	*Four P's (Units 1-4 offers; .4 credits)	English	8		Portfolio

**\*(Counselor Option)** Courses may be used to satisfy other credit requirements at the school counselor's discretion.