

## Your Question:

You requested a chart or list of state actions to offer flexibility around high school graduation requirements in response to the COVID-19 public health emergency.

## Our Response:

We do not have a comprehensive view of how education leaders are changing graduation requirements, however we do know that many are in the process of reviewing the requirements. We are tracking all introduced COVID-19 education-related legislation on our [policy watchlist](#). Here is a list of state guidance, legislation and announcements that we gathered in response to your question.

**Arizona [HB 2910](#)** (enacted) states that students are not required to meet current requirements related to reading assessments to be promoted from the third grade. The bill also directs the state board of education to “adopt rules for the graduation of public school students for the 2019-2020 school year.” However, it is unclear if this encompasses the graduation ceremony, graduation requirements or both. According to the [department of education](#), the state board is scheduled to meet on March 31, 2020 to discuss updates to graduation requirements.

In **Colorado**, graduation requirements are currently determined by the district, which offers flexibility in the ability to adjust graduation requirements. The state department of education [published guidance](#) to districts that suggests:

- Giving credit for internships, work and other extra-curricular responsibilities.
- Waiving work-based hour requirements.
- Offering alternative learning experiences such as capstone projects.
- Using [2021 graduation requirements menu of options](#).

**District of Columbia [B 23-0869](#)** (enacted) removes the volunteer hour requirements for graduates in the 2019-20 school year. It also removes the instructional hour requirement for high school graduates by reducing the number of credit hours required for students grades 9-12 during the 2019-20 school year.

The **Oklahoma** State Superintendent of Public Instruction published an [FAQ memo](#) that addresses graduation requirements. The guidance notes that the state minimum number of credit hours is 23, and many districts have adopted policies that exceed the minimum. Local boards may amend their requirements in order to ensure students graduate on time.

In **Oregon**, the department of education [issued guidance](#) on graduation pathways for seniors planning to graduate in 2020. This guidance provides options and recommendations to award credits for seniors that account for their work and accomplishments up to the point of school closure.

**Massachusetts [H.4616](#)** (enacted) states that the board of elementary and secondary education may modify or waive the requirements for high school graduation in response to the coronavirus.

**Mississippi** seniors who meet all [district and state requirements](#) may graduate; statewide, students must earn a minimum of 24 Carnegie units in order to graduate.

The **North Carolina** State Board of Education [announced](#) that seniors will receive a pass/fail designation (rather than a letter grade) for their spring courses based on their course performance as of March 13, the last day students were in school. Board guidance also adjusts graduation requirements — no district can require students to earn more than 22 credit hours, the state’s designated minimum. According to the press release, many schools’ and districts’ requirements exceed the state minimum. Details of the guidance plan can be [found here](#).

**Ohio:** According to this [FAQ page](#) maintained by the Ohio Department of Education, there is already significant flexibility in graduation requirements. Schools are encouraged to review the status of each senior to determine how they have met [graduation requirements](#). [H.B. 197](#) permits public and nonpublic schools to grant a diploma to any student on track to graduate and for whom the principal, in consultation with teachers and counselors, determines has successfully completed the high school curriculum or individualized education program at the time of the order to close schools. It also permits a district or school that previously adopted a resolution to exceed the state minimum high school curriculum requirements to require only the minimum curriculum for the purpose of determining high school graduation for the 2019-20 school year.

**Tennessee:** [S.B. 2672](#) provides that, in the 2019-20 school year, students are not required to take and pass a civics test to meet social studies course credit requirements for graduation. It also requires the state board to revise high school graduation requirements so that high school seniors affected by school closures can graduate.

The **Virginia** Department of Education [outlined](#) the areas with flexibility that currently exist in state statute. The webpage also states “Students currently enrolled in a course for which standard credit is required should be awarded that credit if they were successfully completing the course as of March 13, 2020” and provides options for students who were not passing the class at that time or for courses where the majority of standards had not yet been met.

Section 10 of **Washington** [HB 2965](#) (enacted) authorizes the state board of education to administer an emergency waiver program to ensure that students on track to graduate before February 20, 2020 are not negatively affected. The board of education may adopt rules to allow:

- Schools to apply for waivers of high school graduation requirements.
- The board to waive provisions relating to credit-based graduation requirements.

The [state board expects](#) to adopt the emergency rules by mid-April. The Washington Office of the Superintendent of Public Instruction issued [guidance](#) that addresses:

- Credit via work completion.
- Credit via competency-based assessments.
- Expanding course equivalency options.
- A two-for-one course policy.
- Credit waivers.