



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education

**FROM:** Mohammed Choudhury

**DATE:** February 22, 2022

**SUBJECT:** COMAR 13A.03.02  
*Graduation Requirements for Public High Schools in Maryland*  
**PERMISSION TO PUBLISH**

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**PURPOSE:**

The purpose of this item is to request permission to publish amendments to COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*. These amendments are needed due to the legislation around statewide assessments for high school mathematics and English language arts to meet the College and Career Readiness (CCR) standard found in the Blueprint for Maryland's Future.

**REGULATION PROMULGATION PROCESS:**

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The End of Course (EOC) Assessments were adopted by the State Board on May 25, 2021. The EOC graduation requirement that students must pass assessments in algebra, English language arts, science, and government moved from a stand-alone assessment graduation requirement to an end-

of-course assessment requirement, which would count for 20 percent of the student's final grade in the respective course. This requirement is scheduled to begin in the 2022-2023 school year.

The transition to CCR assessments in mathematics and English language arts requires that students be assessed in this content by the end of grade 10 for determination of CCR and continue to be reassessed each year if the standard is not met. Algebra I and English language arts 10 are both included as measures of CCR and must be taken for high school graduation. Additionally, English language arts 10 is used and Algebra I may be used for federal accountability.

**EXECUTIVE SUMMARY:**

COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* needs to be amended to remove the EOC requirement for the mathematics and English language arts assessments in high school. The assessments in science and government will remain EOC assessments. Additional amendments are included to align the regulation with the change in the EOC assessments.

**ACTION:**

Request permission to publish the amendments to COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*.

**ATTACHMENT:**

COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*.

**Title 13A STATE BOARD OF EDUCATION**  
**Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS**  
**Chapter 02 Graduation Requirements for Public High Schools in Maryland**

Authority: Education Article, §§2-205, 7-203, 7-205, 7-205.1, and 8-404, Annotated Code of Maryland

**.01 Scope.**

- A. This chapter sets out the enrollment, credit, student service, and State assessment requirements for graduation from a public high school in Maryland.
- B. It is the expectation of the State Board that each student enrolled in a public school system in Maryland shall earn a Maryland High School Diploma in accordance with the requirements set forth in this chapter.
- C. Upon notifying the State Superintendent of Schools, each local school system may establish graduation requirements beyond the minimum requirements established by the State Board.

**.02 Definitions.**

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.

[(1) **“Combined score” means the sum of specific scores as established by the Department on the Maryland Comprehensive Assessments for algebra, science, English, and government.**

[(2) **“(1) “Credit” means successful demonstration of a specified unit of study.**

[(3) **“(2) “Department” means the State Department of Education.**

[(4) **“HSA” means the high school assessments in science and government aligned with the Maryland Standards.]**

[(3) **“EOC Assessment” means an end of course assessment that comprises 20 percent of the student’s grade in that course.**

[(4) **“(5) “Individualized education program (IEP)” means a written description for a student with a disability that is developed, reviewed, and revised in accordance with 20 U.S.C. §1414 and COMAR 13A.05.01.**

[(5) **“(6) “Maryland Comprehensive Assessments” means the [HSA or other] assessments within the Maryland Comprehensive Assessment Program in algebra, science, English, and government developed or adopted by the Department [, including those assessments formerly known as the Maryland High School Assessments,] that are aligned with and measure a student’s skills and knowledge as set forth in the Maryland Standards for those subjects.**

[(7) **“MCAP” means the Maryland Comprehensive Assessment Program, which includes assessments in algebra, science, English, and government developed or adopted by the Department, specified in §B(4) of this regulation.**

[(8) **“Minimum score” means an acceptable score established by the Department below the passing score on a Maryland Comprehensive Assessment that may be used by a student to satisfy the combined score option.]**

**.03 Enrollment and Credit Requirements.**

- A. Beginning with students entering the 9th grade class of 2014—2015 school year, each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.
- B. To be awarded a diploma, a student who entered the 9th grade class in the 2020—2021 school year or earlier shall be enrolled in a Maryland public school system and shall have earned a minimum of 21 credits that include the following specified credits:
  - (1) English — four credits of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy, of which one credit shall be aligned with the Maryland Comprehensive Assessment for English;

- (2) Fine Arts — one credit in dance, media arts, music, theatre, or visual art, or a combination of these;
  - (3) Mathematics — three credits, including one with instruction in algebra aligned with the Maryland Comprehensive for algebra or one or more credits in subsequent mathematics courses for which Algebra I is a prerequisite, and one with instruction in geometry aligned with the content standards for geometry;
  - (4) Physical education — one-half credit;
  - (5) Health education — one-half credit;
  - (6) Science — three credits of organized instruction which includes a laboratory component engaging in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including Earth/space science, life science, physical science (chemistry and physics), engineering, and technology, aligned to the Maryland Comprehensive Assessment for science;
  - (7) Social studies — three credits including one credit in United States history, one credit in world history, and one credit in local, State, and national government aligned with the Maryland Comprehensive Assessment for government;
  - (8) Technology education — one credit that includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities; and
  - (9) One of the following:
    - (a) Two credits of world language, which may include American Sign Language;
    - (b) Two credits of advanced technology education; or
    - (c) Successfully complete a State-approved career and technology program.
- C. Beginning with students entering the 9th grade class in the 2021—2022 school year, to be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of 22 credits that include the following specified credits:
- (1) English — four credits of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy, of which one credit shall be aligned with the Maryland Comprehensive Assessment for English;
  - (2) Fine arts — one credit in dance, media arts, music, theatre, or visual art, or a combination of these;
  - (3) Mathematics — four credits, including one with instruction in algebra aligned with the Maryland Comprehensive Assessment for algebra or one or more credits in subsequent mathematics courses for which Algebra I is a prerequisite, and one with instruction in geometry aligned with the content standards for geometry;
  - (4) Physical education — one-half credit;
  - (5) Health education — one credit;
  - (6) Science — three credits, designed to develop scientific literacy with all courses integrating the application of the science and engineering practices, crosscutting concepts, and each containing a laboratory component, including one credit in life science aligned to the Maryland Comprehensive Assessment for Life Science; one credit in physical science (including chemistry, physics, or integrated physical science); and one credit in Earth/space science or a course with the topics of Earth/space science integrated;
  - (7) Social studies — three credits including one credit in United States history, one credit in world history, and one credit in local, State, and national government aligned with the Maryland Comprehensive Assessment for government;
  - (8) Computer science, engineering, or technology education — one credit that includes the study of computers and algorithmic processes or the application of knowledge, tools, and skills to solve practical problems and extend human capabilities; and
  - (9) One of the following:
    - (a) Two credits of the same world language, which may include two credits of American

Sign Language; or

(b) Successful completion of a State-approved career and technical education program.

- D. Elective programs and instruction shall be developed at the discretion of the local school system, open to enrollment for all students, and shall focus on in-depth study in required subject areas, exploration, or application and integration of what has been learned.
- E. All students must complete a locally designed high school program of environmental literacy as set forth in COMAR 13A.04.17 that is approved by the State Superintendent of Schools.

**.04 Other Provisions for Earning Credit.**

- A. In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through the means specified in §§B—H of this regulation.
- B. Summer School.
  - (1) Each local school system may provide summer school programs for original and review credit as determined by the needs of students.
  - (2) Credit instruction shall meet the aggregate time requirements specified by the local school system.
  - (3) Consistent with local school system policy and procedure, credit may be given for acceptable summer study offered by approved public and nonpublic institutions in or outside of Maryland.
- C. Evening School. A local school system may provide evening school programs for credit as an extension of the regular school day as determined by the needs of students.
- D. Online Courses.
  - (1) Consistent with local school system policy and procedure, credit may be given for Department-approved online courses.
  - (2) If credit is to be applied toward minimum graduation requirements, the Department-approved online course shall be provided by the local school system or through a Maryland Higher Education Institution as part of dual enrollment, as set forth in Education Article, §18-14-01, Annotated Code of Maryland.
- E. Work Study Programs, Job Entry Training Programs, or Experience Outside the School.
  - (1) Consistent with local school system policy and procedure, actual time spent in work study, job entry training, or other experience may be counted for credit when identified as an integrated part of a planned study program.
  - (2) For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.
- F. College Courses. Consistent with the payment requirement of Education Article, §§18-14A-04 and 18-14A-05, Annotated Code of Maryland, **[local school system policies and procedures prior approval of the local superintendent of schools or the superintendent's designee, and aligned with the Maryland College and Career Ready Standards or an elective credit for graduation requirements,]** credit toward high school graduation shall be given for courses offered by accredited colleges **that:**
  - (1) **meets the local school system policies and procedures;**
  - (2) **has prior approval of the local superintendent of schools or the superintendent's designee;**
  - (3) **is aligned with the Maryland College and Career Ready Standards or an elective credit for graduation requirements; and**
  - (4) **prepares students to earn an industry-recognized credential or college credits.**
- G. Independent Study/Internship. Consistent with local school system policy and procedure, credit toward high school graduation may be earned for independent study or internships in which a student successfully demonstrates preestablished curricular objectives.
- H. Credit Through Examination.
  - (1) Credit toward high school graduation may be earned by passing an examination that assesses student demonstration of local school system curricular objectives, which are based on the

Maryland State Standards.

- (2) A student who would be eligible to graduate but for attaining credit in English 12 may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education.
- (3) Notwithstanding any other provision of law, a county board shall award credit to a middle school student for any course for which a high school student would be awarded credit if the middle school student meets the same requirements as the high school student.

**.05 Student Service.**

To graduate, students shall complete one of the following:

- A. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or
- B. A locally designed program in student service that has been approved by the State Superintendent of Schools.

**.06 Maryland Comprehensive Assessments.**

- A. A student shall take the requisite Maryland Comprehensive Assessment during its next regular administration if the student received credit for taking, by the methods identified in Regulations .03 and .04 of this chapter, any of the following courses aligned with the Maryland Comprehensive Assessment:
  - (1) Algebra;
  - (2) Science;
  - (3) English; or
  - (4) Government.
- B. To be awarded the Maryland High School Diploma, all students, including elementary and middle school students who take high school level courses, shall take the Maryland Comprehensive Assessment for algebra, science, English, and government after the student completes the required course or courses.

[C. Each local school system shall provide appropriate assistance to strengthen areas of weaknesses for students who have not achieved satisfactory scores on the Maryland Comprehensive Assessments.

**D. Bridge Plan for Academic Validation.**

- (1) Eligibility Criteria. A student is eligible to satisfy the graduation assessment requirement through the Bridge Plan for Academic Validation if the student has:
  - (a) Failed one or more Maryland Comprehensive Assessments;
  - (b) Received credit in the course or courses related to the assessment or assessments;
  - (c) Demonstrated overall satisfactory attendance in the most recent school year completed; and
  - (d) Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and
  - (e) Participated successfully in appropriate assistance as defined in §C of this regulation after having failed one or more of the Maryland Comprehensive Assessments.
- (2) A student may begin a Bridge Project after one failure of a Maryland Comprehensive Assessment.
- (3) A student may use the score on the Bridge Project to meet the graduation requirement only after the student has taken the Maryland Comprehensive Assessment twice and failed twice.
- (4) The Bridge Plan for Academic Validation shall consist of:
  - (a) Specific modules developed by the Department in each of the Maryland Comprehensive Assessments content areas;
  - (b) The assignment by the local school system of one or more modules for completion by each student meeting the eligibility criteria;
  - (c) Scoring by the local review panels of the completed modules according to State-developed, Statewide scoring protocols;

- (d) A recommendation from the local review panels to the local superintendent as to the outcome of the scoring of each student’s module or modules;
- (e) Acceptance or rejection by the local superintendent of the local review panel’s recommendations; and
- (f) An opportunity for the student to appeal the local superintendent’s decision to the State Superintendent of Schools.]

[E]C. Reporting Student Performance.

- (1) A school system shall state on the student’s performance record card only that the student has or has not met all assessment requirements [and shall not describe the option used to meet the requirement].
- (2) For the purpose of this section, except for students identified in §[F]D of this regulation, “met all assessment requirements” means [achieving a passing score on] taking all Maryland Comprehensive Assessments [, or meeting the requirements of the combined score option, or successfully completing a Bridge Project in those assessment areas that the student did not pass.]

[F]D. For the 2020—2021 and 2021—2022 school years, a student will have met the assessment requirement for Algebra I, English 10, science, and government if:

- (1) The student has passed the Algebra I course, English 10 course, science course, and government course; and
- (2) The student takes the Algebra I, English 10, science, and government Maryland Comprehensive Assessment aligned with the course.

[G. Students graduating in school year 2020—2021 are exempt from taking the MCAP American Government Assessment.]

[H]E. Beginning with the 2022—2023 school year[, at the latest]:

- (1) A student shall take the requisite end of course Maryland Comprehensive Assessment during [its] the regular administration if the student is taking, by the methods identified in Regulations .03 and .04 of this chapter, [any of the following] courses aligned with the Maryland Comprehensive Assessment[:] for science and government. [
  - (a) Algebra;
  - (b) English;
  - (c) Science; or
  - (d) Government; and]
- (2) The Maryland Comprehensive Assessment for [algebra, English,] science[,] and government shall account for 20 percent of the student’s final grade in the respective high school level [algebra, English,] science[,] and government course.

[I. Reporting Student Performance.

- (1) A school system shall state on the student’s performance record card only that the student has or has not taken the respective assessment in algebra, English, science, and government.
- (2) Except for students identified in §F of this regulation, “met all assessment requirements” means having taken the assessments in algebra, English, science, and government as a part of the respective course.]

**.07 Notice to Parents or Guardians and Students.**

Each principal shall inform all students and their parents or guardians annually at a minimum of the following:

- A. Maryland’s graduation requirements;
- B. The student’s progress on fulfilling the credit, Maryland Comprehensive Assessment, service, and applicable IEP requirements for graduation;
- C. The results of each Maryland Comprehensive Assessment taken [or Bridge Project completed by the student];

D. A plan for appropriate assistance, if applicable;]

[E]D. The Department’s schedule for the Maryland Comprehensive Assessment administration[; and

F. Beginning with the 2022—2023 school year, at the latest, the student’s progress on completing the course credit, which includes the end-of-course Maryland Comprehensive Assessment in algebra, English, science, and government, service, and applicable IEP requirements for graduation.]

#### **.08 Grading and Reporting.**

- A. Each school system in Maryland shall recognize and accept any and all credits a student earned toward graduation in any other public school in Maryland.
- B. Each local school system shall develop a written policy on grading and reporting that complies with the student record requirements as set forth in COMAR 13A.08.02 and that includes:
  - (1) An explanation of the grading scale at the elementary and secondary levels;
  - (2) An explanation of the calculation of the final grade for a course;
  - (3) An explanation of weights of honors, Advanced Placement, International Baccalaureate, and dual enrollment courses;
  - (4) An explanation of how attendance factors into the student’s grade;
  - (5) An explanation of grade changing procedures, including:
    - (a) A timeline for final grade changes that cannot exceed 45 school days following the last day of the grading period. For a change of grade for the fourth marking period, the timeline would begin on the first day of school in the new school year.
    - (b) The names of personnel at the school and central office level authorized to make final grade changes;
    - (c) Documentation that authorized personnel are required to maintain to support the final grade changes, including, at a minimum the:
      - (i) Name of teacher requesting grade change;
      - (ii) Reason for the grade change;
      - (iii) Signature of person approving the grade change;
      - (iv) Reason for the approval;
      - (v) Date of the approval; and
      - (vi) Signature of the principal;
    - (d) How and when the school system will audit the validity of the grade changes each year; and
    - (e) Appeal procedures.
- C. On October 1 of each school year, each local school system shall:
  - (1) File its policy on grading and reporting with State Superintendent of Schools; and
  - (2) Submit a copy of the grade change validity audit in accordance with §B(5)(d) of this regulation to the State Superintendent of Schools.
- D. Upon submission of the items contained in §C of this regulation, the Maryland State Department of Education will:
  - (1) Verify that the local school system has met the requirements of this regulation; or
  - (2) Direct the local school system to develop a corrective action plan to bring it into compliance with this regulation and monitor the school system’s progress in completing its corrective action.

#### **.09 Diplomas and Certificates.**

- A. The types of diplomas and certificates specified in §§B—D of this regulation shall be awarded to any student who meets the requirements for award.
- B. Maryland High School Diploma. Except as provided in Regulation .12 of this chapter[, and in §C of this regulation,] to be awarded a Maryland high school diploma, a student shall:



- (1) Complete the enrollment, credit, and service requirements as specified in this chapter;
  - (2) Complete local school system requirements; and
  - (3) Meet the graduation assessment requirements in the following ways:
    - (a) [Achieve a passing score on] **Take** the Maryland Comprehensive Assessments for Algebra I, science, government, and English 10;
    - (b) [Achieve a combined score(s) as established by the Department on the Maryland Comprehensive Assessments];
    - (c) (c) [Achieve a passing score on] **Take** an approved alternative assessment as established by the Department, such as Maryland Comprehensive Assessment for Algebra II, Advanced Placement examinations, SAT, ACT, or International Baccalaureate examinations.]; or
    - (d) (d) Except for students described in Regulation .06F of this chapter, if a student is unable to meet the requirements in §B(3)(a)—(c) of this regulation, then the student shall satisfactorily complete the requirements of the Bridge Plan for Academic Validation as set forth in Regulation .06D of this chapter.]
- C. Exception to Passing Score Requirement[. (1)]: For the 2020—2021 and 2021—2022 school years, students taking the Algebra I, English 10, science, and government Maryland Comprehensive Assessment will meet the graduation assessment requirement for Algebra I, English 10, science, and government.
- (1) [Students who pass the Algebra I, English 10, science, and government courses are exempt from completing a Bridge Project, as set forth in Regulation .06 of this chapter.
  - (2) For all students taking the Maryland Integrated Science Assessment in the 2017—2018, 2018—2019, 2019—2020, and 2020—2021 school years, taking the Maryland Integrated Science Assessment will meet the graduation assessment requirement for science.]
- D. Maryland High School Diploma by Examination.
- (1) General Educational Development Testing Program. A Maryland High School Diploma by Examination may be awarded for satisfactory performance on approved general educational development tests if the student meets those requirements as defined in Labor and Employment Article, §11-808, Annotated Code of Maryland, and COMAR 09.37.01.04.
  - (2) Maryland Adult External High School Diploma Program. A Maryland High School Diploma by Examination may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests if the student meets those requirements as defined in COMAR 09.37.01.20.
- E. Maryland High School Certificate of Program Completion.
- (1) This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:
    - (a) The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the student and the parents of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to:
      - (i) Gainful employment;
      - (ii) Post-secondary education and training;
      - (iii) Supported employment; and
      - (iv) Other services that are integrated in the community; or
    - (b) The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student's current school year.
  - (2) The Maryland Summary of Performance that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion.

- (3) The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school.
- (4) A student with significant cognitive disability may not meet high school graduation requirements, in accordance with §B of this regulation, if a student:
  - (a) Participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS); and
  - (b) Continues to receive instruction based on Alternative Academic Achievement Standards through high school.
- (5) If a student participates in a graduation ceremony prior to the completion of the student's education program, at the ceremony the school system shall issue to the student a Certificate of Achievement or other similarly titled certificate in place of a diploma.
- (6) Certificate Endorsement.
  - (a) Beginning with the 2024—2025 school year, students completing a Certificate may earn one or more endorsements.
  - (b) The endorsements include a Post-Secondary Education endorsement, a Work-Ready/Employment/Career endorsement, and a Community/Citizenship endorsement.
  - (c) Requirements for the endorsements will be identified by the Department.

[F]E. Local Endorsements. Consistent with procedures established by the Department, each local school system may add endorsements to the diploma as incentives for students to meet locally established requirements and outcomes in instruction beyond the minimums specified by the State.

[G]F. At least yearly, through the end of the implementation, the State Board will review and assess updated information on the graduation assessment requirements and scores.

[H]G. Maryland High School Diploma. Beginning with the 2022—2023 school year, [ at the latest,] except as provided in Regulation .12 of this chapter, [ and in §C of this regulation,] to be awarded a Maryland high school diploma, a student shall:

- (1) Complete the enrollment, credit, assessment and service requirements as specified in this chapter; and
- (2) Complete local school system requirements.

[I]H. State Endorsements.

- (1) Beginning with the 2024—2025 school year, students graduating may earn a College Ready State endorsement, a Career and Technical Education (CTE) State endorsement, or both.
- (2) The Department will establish the requirements for the endorsements.

**.09-1 Appeal of Denial of Diploma for Failure to Meet Maryland Comprehensive Assessment Requirement.**

- A. A school system shall notify each senior and the senior's parents or guardians on or before the end of February of the senior year if a student may not graduate. The notice shall explain:
  - (1) The reasons the student may not graduate;
  - (2) The options available to meet all graduation requirements;
  - (3) That a waiver of the Maryland Comprehensive Assessment graduation requirement may be one of the options, if the student meets the criteria set forth in §§C and E of this regulation;
  - (4) The waiver process and timeline; and
  - (5) That parents or guardians may submit information in writing to the principal concerning eligibility of their child for the waiver.
- B. On or before the end of February, the principal shall report to the local superintendent the name and student identification number of each student identified in the February notice.
- C. On or before April 1, the school system shall identify each student who may fail to graduate because:
  - (1) The student has taken none of the required Maryland Comprehensive Assessments; or

- (2) T]the student has *not* taken [some or] all of the Maryland Comprehensive Assessments[and failed some or all of them].
- D. On or before April 1, the principal shall report to the local superintendent the name and student identification number of each student identified as meeting the criteria in §C of this regulation.
- E. By April 1, for each senior identified in §C of this regulation, the school principal shall consider whether to recommend to the local superintendent a waiver of the Maryland Comprehensive Assessment graduation requirements that the student has not fulfilled to date if[:] *the student has or is expected to meet all of the other graduation requirements.*
- [ (1) The student meets the following criteria:
- (a) The student has or will meet all other graduation requirements;
  - (b) The student has or will take all required Maryland Comprehensive Assessments before the graduation date; and
  - (c) If the student had an opportunity to participate in one or more interventions, or remediation opportunities, including the Bridge Plan, the student participated in them; and]
- (1) The student is prevented from meeting the Maryland Comprehensive Assessment graduation requirements because:
- (a) Of a decision made by the local school system concerning the provision of appropriate assistance as required by Regulation .06C of this chapter;
  - (b) The student experienced a special, extraordinary, or extenuating circumstance or combination of circumstances preceding the administration of the most recent Maryland Comprehensive Assessment, such as a recent death in the immediate family, a serious or prolonged illness or pregnancy with medical complications, an accident causing serious injury, or a destructive house fire;
  - (c) The student moved to the United States in the junior or senior year and the student is literate in the student's native language but not literate in English[:] or
  - (d) The student moved to Maryland in the senior year, has passed all the Maryland Comprehensive Assessment courses, but has failed the related Maryland Comprehensive Assessment, and has had no adequate opportunity for intervention.]