

Chapter 217, Laws of 2014 PV (E2SSB 6552) - Improving student success by modifying instructional hour and graduation requirements

Subject	Prior Law/Budget	Chapter 217, Laws of 2014 PV (E2SSB 6552)
<p>Graduation Requirements</p>	<p>Under Basic Education, school districts must provide students the opportunity to complete 24 credits for graduation, to be phased in according to a schedule adopted by the Legislature, based on courses set by the SBE in rule.</p> <p>The State Board of Education (SBE) proposed a 24 credit Career and College Ready framework in November 2010 and modified it in January 2014. Included was a proposal to allow school districts to waive up to 2 of the 24 credits if students need to retake courses.</p> <p>Changes in graduation requirements proposed by the SBE that are determined to have a fiscal impact may not be implemented unless authorized and funded by the Legislature.</p> <p><i>Note: Current state requirements are for 20 credits in specified academic subjects, a culminating project, and a High School & Beyond Plan. The SBE proposal adds:</i></p> <ul style="list-style-type: none"> • 1 additional Arts credit* • 2 World Languages credits* • 1 additional Lab Science credit <p><i>*The Arts & World Languages credits may be substituted as part of a "Personalized Pathway," which is a series of related courses leading to a specific post high school outcome and chosen based on the student's interests and plans.</i></p>	<p>Directs the SBE to adopt rules implementing the 24 credit Career and College Ready framework adopted by resolution in November 2010 and revised in January 2014, to take effect with the graduating class of 2019.</p> <p>However, permits a school district to submit a waiver application to the SBE to implement the 24-credit requirement with the class of 2020 or 2021 instead of 2019. Specifies information to be included in an application and requires the SBE to grant the waiver at its next meeting.</p> <p>Requires that the SBE rules include:</p> <ul style="list-style-type: none"> • Authorization for a school district to waive up to 2 credits on an individual student basis for unusual circumstances, according to policies that must be adopted by each school district; and • Provisions allowing students to choose the content of the 3rd credit of math and the 3rd credit of science based on their High School and Beyond Plan, with approval from a parent/guardian or counselor/principal. <p>Directs the Washington State School Directors' Association to adopt a model policy regarding the 2-credit unusual circumstance waiver and disseminate it by June 30, 2015, for optional use by school districts.</p> <ul style="list-style-type: none"> • Requires the model policy to take into consideration unique limitations of a student that may be associated with such circumstances as homelessness, limited English proficiency, medical conditions, or disabilities; and • Requires the model policy to address waivers if students have not been provided an opportunity to take free remedial courses. <p>Removes the culminating project as a state graduation requirement.</p>

Chapter 217, Laws of 2014 PV (E2SSB 6552) - Improving student success by modifying instructional hour and graduation requirements

Subject	Prior Law/Budget	Chapter 217, Laws of 2014 PV (E2SSB 6552)
Basic Education Instructional Hours	<p>School districts must provide a districtwide average of 1,000 hours in grades 1-12.</p> <p>Districts must increase the hours to 1,000 in each of grades 1-6 and 1,080 in each of grades 7-12 according to an implementation schedule adopted by Legislature, but not before 2014-15.</p> <p>A 2013-2015 budget proviso provides funding and directs implementation of the increased hours beginning in 2014-15.</p>	<p>Requires districts to increase the hours to 1,000 in grades 1-8 and 1,080 hours in grades 9-12 beginning in 2015-16, but allows them to calculate the hours using a districtwide average of grades 1-12.</p>
Last Five Days for Seniors	<p>Districts may schedule the last five days of the school year for graduating seniors for non-instructional purposes without a reduction to its basic education allocation.</p>	<p>Provides that hours scheduled for non-instructional purposes for graduating seniors during the last five days of the school year count toward the Basic Education required instructional hours.</p>
Career & Technical Education (CTE) Course Equivalencies	<p>School districts may award academic credit for CTE courses they determine to be equivalent to an academic course.</p>	<p>Directs the Office of the Superintendent of Public Instruction (OSPI) to develop curriculum frameworks for a selected list of CTE courses considered equivalent to math or science courses required for graduation. Requires course content to be aligned with industry standards and state learning standards in math and science.</p> <p>Requires the OSPI to submit the list to the SBE for review, public comment, and approval. Beginning in 2015-16, requires districts to grant equivalency credit in math or science for a CTE course on the list.</p> <p>Also requires districts to offer students access to at least one CTE course from the list that is equivalent to math or science. Lists options for providing this access. Allows districts with fewer than 2,000 students to apply to the SBE for a waiver.</p>
Students With Special Needs	<p>The Office of the Education Ombuds (OEO) was established in 2006 to serve as an independent resource for parents and families regarding their involvement with public schools. The OEO, which is housed within the Office of the Governor, also reports regularly to the Legislature and participates in various state efforts to support family engagement in education.</p>	<p>Directs the OEO to establish a Task Force on Success for Students with Special Needs to define barriers these students face in earning a high school diploma and fully accessing public education; outline recommendations for systemic changes, models for education and service delivery, and coordination; and identify options for competency-based education.</p> <p>VETOED BY GOVERNOR. <i>However, the 2014 supplemental budget directs the OEO to develop a scope of work and proposed workplan for such a Task Force, and submit it to the Legislature by December 1, 2014.</i></p>

Chapter 217, Laws of 2014 PV (E2SSB 6552) - Improving student success by modifying instructional hour and graduation requirements

Subject	Prior Law/Budget	Chapter 217, Laws of 2014 PV (E2SSB 6552)
<p>Prototypical School Funding Formula</p>	<p>Aspects of the formula are in statute; additional detail or enhancements may be in the operating budget.</p> <p><u>Selected provisions in statute:</u></p> <ul style="list-style-type: none"> • High School Counselors: 1.909 FTE per school • MSOC Allocations for 7 cost categories = \$517.91 per K-12 FTE student + inflation • High School Regular Class Size: 28.74 students • Budget may include special class size for laboratory science. <p><u>Selected provisions in 2013-2015 budget:</u></p> <ul style="list-style-type: none"> • MSOC Allocations for 2014-15 = \$781.72 per K-12 FTE • High School Counselors: 2.009 FTE per school • New allocation for 2014-15: 2.2222 hours per week of instruction for students in grades 7-12, to support increased Basic Education instructional hours. • No special lab science class size. 	<p>States legislative intent to shift the focus of investments from compliance with increased instructional hours to assisting districts with providing students the opportunity to earn 24 credits for graduation.</p> <p><u>Makes the following changes to the statutory formula:</u></p> <ul style="list-style-type: none"> • High School Counselors: 2.539 FTE per school • New MSOC Allocation per FTE student in grades 9-12 for 4 cost categories, beginning in 2014-15 = \$164.25 + inflation thereafter • New Lab Science Class Size for grades 9-12 = 19.98, using assumption of 2 high school lab science classes over four years of high school.