6552-S2.E AMH HUNS MCLA 051

**E2SSB 6552** - H AMD TO APP COMM AMD (H-4469.1/14) **967**

By Representative Hunt, S.

**ADOPTED 03/12/2014**

On page 1, line 27 of the striking amendment, after "2019" insert ", with the opportunity for school districts to request a waiver for up to two years"

On page 3, line 25 of the striking amendment, after "technical course" strike ", if the course is offered,"

On page 4, after line 8 of the striking amendment, insert the following:

"**Sec. 103.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to read as follows:

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: ((~~(1)~~)) (a) The basic education skills identified in RCW 28A.150.210; ((~~(2)~~)) (b) the graduation requirements under RCW 28A.230.090; ((~~(3)~~)) (c) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and ((~~(4)~~)) (d) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.

(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.  
 (3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

NEW SECTION. **Sec. 104.** A new section is added to chapter 28A.305 RCW to read as follows:

The state board of education may grant a waiver from the provisions of RCW 28A.230.010(2) based on an application from a board of directors of a school district with fewer than two thousand students."

On page 5, line 8 of the striking amendment, after "2019" insert "or as otherwise provided in RCW 28A.230.090"

On page 7, line 10 of the striking amendment, after "level." insert "Effective with the graduating class of 2015, the state board of education may not establish a requirement for students to complete a culminating project for graduation."

On page 7, line 11 of the striking amendment, after "(d)" insert "(i)"

On page 7, beginning on line 14 of the striking amendment, after "2019" strike all material through "education" on line 17 and insert "or as otherwise provided in this subsection (d). The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

(ii) School districts may apply to the state board of education for a waiver to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (d) to an applying school district at the next subsequent meeting of the board after receiving an application"

On page 8, after line 31 of the striking amendment, insert the following:

"NEW SECTION. **Sec. 203.** The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on unusual circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take into consideration the unique limitations of a student that may be associated with such circumstances as homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973. The model policy must also address waivers if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school. The Washington state school directors' association must distribute the model policy and procedure to all school districts in the state that grant high school diplomas by June 30, 2015.

**Sec. 204.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be ((~~either~~)) part of the student's high school and beyond plan ((~~or the student's culminating project, as determined by the student~~)). The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

**Sec. 205.** RCW 28A.320.240 and 2006 c 263 s 914 are each amended to read as follows:

(1) The purpose of this section is to identify quality criteria for school library media programs that support the student learning goals under RCW 28A.150.210, the essential academic learning requirements under RCW 28A.655.070, and high school graduation requirements adopted under RCW 28A.230.090.

(2) Every board of directors shall provide for the operation and stocking of such libraries as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule of the superintendent of public instruction.

(3) "Teacher-librarian" means a certified teacher with a library media endorsement under rules adopted by the professional educator standards board.

(4) "School-library media program" means a school-based program that is staffed by a certificated teacher-librarian and provides a variety of resources that support student mastery of the essential academic learning requirements in all subject areas and the implementation of the district's school improvement plan.

(5) The teacher-librarian, through the school-library media program, shall collaborate as an instructional partner to help all students meet the content goals in all subject areas, and assist high school students completing ((~~the culminating project and~~)) high school and beyond plans required for graduation."

Renumber the remaining sections consecutively and correct any internal references accordingly.

On page 16, after line 19 of the striking amendment, insert the following:

"NEW SECTION. **Sec. 204.** A new section is added to chapter 43.06B RCW to read as follows:

(1) The office of the education ombuds shall convene a task force on success for students with special needs to:

a) Define and assess barriers that students with special needs face in earning a high school diploma and fully accessing the educational program provided by the public schools, including but not limited to students with disabilities, dyslexia, and other physical or emotional conditions for which students do not have an individualized education program or section 504 plan but that create limitations to their ability to succeed in school;

b) Outline recommendations for systemic changes to address barriers identified and successful models for the delivery of education and supportive services for students with special needs;

c) Recommend steps for coordination of delivery of early learning through postsecondary education and career preparation for students with special needs through ongoing efforts of various state and local education and workforce agencies, including strategies for earlier assessment and identification of disabilities or barriers to learning in early learning programs and in kindergarten through third grade; and

d) Identify options for state assistance to help school districts develop course equivalencies for competency-based education or similar systems of personalized learning where students master specific knowledge and skills at their own pace.

(2) The task force shall be composed of at least the following members:

(a) One representative each from the office of the superintendent of public instruction, the workforce training and education coordinating board, the Washington state school directors' association, a statewide organization representing teachers and other certificated instructional staff, the student achievement council, the state board of education, the department of early learning, the educational opportunity gap oversight and accountability committee, a nonprofit organization providing professional development and resources for educators and parents regarding dyslexia, a nonprofit organization of special education parents and teachers, and the Washington association for career and technical education, each to be selected by the appropriate agency or organization; and

(b) At least one faculty member from a public institution of higher education, at least one special education teacher, at least one general education teacher, and at least three parent representatives from special needs families, each to be appointed by the education ombuds.

(3) The office of the education ombuds shall submit an initial report to the superintendent of public instruction, the governor, and the legislature by December 15, 2014, and December 15th of each year thereafter until 2016 detailing its recommendations, including recommendations for specific strategies, programs, and potential changes to funding or accountability systems that are designed to close the opportunity gap, increase high school graduation rates, and assure students with special needs are fully accessing the educational program provided by the public schools.

(4) This section expires June 30, 2017.

NEW SECTION. **Sec. 205.** Sections 103 and 104 of this act take effect September 1, 2015."

Renumber the remaining section consecutively and correct any internal references accordingly.

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|  | EFFECT:   Makes the following changes to the underlying striking amendment:  Career and Technical Education (CTE).  • Removes a limitation that school districts must only grant academic credit for a CTE course from the state course list if the course is offered.  • Adds a requirement that, beginning in 2015-16, school districts must provide high school students with the opportunity to access at least one CTE course from the state list that is equivalent to mathematics or to science. Lists options for providing this access.  • Allows a school district with fewer than 2,000 students to seek a waiver of this requirement from the State Board of Education (SBE), and authorizes the SBE to grant such waivers.  Graduation Requirements.  • Maintains the implementation of a 24-credit graduation requirement proposal with the Class of 2019, but allows school districts to apply to the SBE for a waiver to instead implement the requirements with the Class of 2020 or 2021. Specifies information to be included in the application. Requires the SBE to grant a waiver to an applying school district at the next board meeting.  • Requires the SBE rules to:  • Authorize school districts to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each school board.  • Provide that the content of the 3rd credit of math and the 3rd credit of science are chosen by the student based on the student's high school and beyond plan, with agreement of a parent/guardian or the school counselor or principal.  • Directs the Washington State School Directors' Association to adopt a model policy and procedure by June 30, 2015, for granting these waivers, the purpose of which is to assist school districts in providing students the opportunity to complete graduation requirements without discrimination and without disparate impact.  • Requires the model policy to take into consideration circumstances such as homelessness, medical conditions, disabilities, and limited English proficiency.  • Requires the policy also to address waivers if the student has not been provided an opportunity to retake classes or enroll in remedial classes free of charge.    • Effective with the class of 2015, prohibits the SBE from requiring students to complete a culminating project for graduation. Removes statutory references to culminating projects.  Task Force.  • Directs the Office of the Education Ombuds 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, coordination; and identify options for competency-based education.  • Specifies membership of the Task Force.  • Requires an initial report by December 15, 2014, and annually until 2016. Provides that the Task Force expires June 30, 2017. |

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