

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

By Representative Hunt, S.

ADOPTED 03/12/2014

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

4
5 On page 3, line 25 of the striking amendment, after "technical
6 course" strike ", if the course is offered,"

7
8 On page 4, after line 8 of the striking amendment, insert the
9 following:

10
11 "**Sec. 103.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to
12 read as follows:

13 (1) School district boards of directors shall identify and offer
14 courses with content that meet or exceed: ~~((+1))~~ (a) The basic
15 education skills identified in RCW 28A.150.210; ~~((+2))~~ (b) the
16 graduation requirements under RCW 28A.230.090; ~~((+3))~~ (c) the courses
17 required to meet the minimum college entrance requirements under RCW
18 28A.230.130; and ~~((+4))~~ (d) the course options for career development
19 under RCW 28A.230.130. Such courses may be applied or theoretical,
20 academic, or vocational.

21 (2) School district boards of directors must provide high school
22 students with the opportunity to access at least one career and
23 technical education course that is considered equivalent to a
24 mathematics course or at least one career and technical education
25 course that is considered equivalent to a science course as determined
26 by the office of the superintendent of public instruction and the
27 state board of education in RCW 28A.700.070. Students may access such

1 courses at high schools, interdistrict cooperatives, skill centers or
2 branch or satellite skill centers, or through online learning or
3 applicable running start vocational courses.

4 (3) School district boards of directors of school districts with
5 fewer than two thousand students may apply to the state board of
6 education for a waiver from the provisions of subsection (2) of this
7 section.

8
9 NEW SECTION. Sec. 104. A new section is added to chapter 28A.305
10 RCW to read as follows:

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

15
16 On page 5, line 8 of the striking amendment, after "2019" insert
17 "or as otherwise provided in RCW 28A.230.090"

18
19 On page 7, line 10 of the striking amendment, after "level."
20 insert "Effective with the graduating class of 2015, the state board
21 of education may not establish a requirement for students to complete
22 a culminating project for graduation."

23
24 On page 7, line 11 of the striking amendment, after "(d)" insert
25 "(i)"

26
27 On page 7, beginning on line 14 of the striking amendment, after
28 "2019" strike all material through "education" on line 17 and insert
29 "or as otherwise provided in this subsection (d). The rules must
30 include authorization for a school district to waive up to two credits
31 for individual students based on unusual circumstances and in
32 accordance with written policies that must be adopted by each board of
33 directors of a school district that grants diplomas. The rules must
34 also provide that the content of the third credit of mathematics and

1 the content of the third credit of science may be chosen by the
2 student based on the student's interests and high school and beyond
3 plan with agreement of the student's parent or guardian or agreement
4 of the school counselor or principal.

5 (ii) School districts may apply to the state board of education
6 for a waiver to implement the career and college ready graduation
7 requirement proposal beginning with the graduating class of 2020 or
8 2021 instead of the graduating class of 2019. In the application, a
9 school district must describe why the waiver is being requested, the
10 specific impediments preventing timely implementation, and efforts
11 that will be taken to achieve implementation with the graduating class
12 proposed under the waiver. The state board of education shall grant a
13 waiver under this subsection (d) to an applying school district at the
14 next subsequent meeting of the board after receiving an application"

15
16 On page 8, after line 31 of the striking amendment, insert the
17 following:

18
19 "NEW SECTION. Sec. 203. The Washington state school directors'
20 association shall adopt a model policy and procedure that school
21 districts may use for granting waivers to individual students of up to
22 two credits required for high school graduation based on unusual
23 circumstances. The purpose of the model policy and procedure is to
24 assist school districts in providing all students the opportunity to
25 complete graduation requirements without discrimination and without
26 disparate impact on groups of students. The model policy must take
27 into consideration the unique limitations of a student that may be
28 associated with such circumstances as homelessness, limited English
29 proficiency, medical conditions that impair a student's opportunity to
30 learn, or disabilities, regardless of whether the student has an
31 individualized education program or a plan under section 504 of the
32 federal rehabilitation act of 1973. The model policy must also
33 address waivers if the student has not been provided with an
34 opportunity to retake classes or enroll in remedial classes free of

1 charge during the first four years of high school. The Washington
2 state school directors' association must distribute the model policy
3 and procedure to all school districts in the state that grant high
4 school diplomas by June 30, 2015.

5
6 **Sec. 204.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to
7 read as follows:

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

21 (2) Career and technical courses determined to be equivalent to
22 academic core courses, in full or in part, by the high school or
23 school district shall be accepted as meeting core requirements,
24 including graduation requirements, if the courses are recorded on the
25 student's transcript using the equivalent academic high school
26 department designation and title. Full or partial credit shall be
27 recorded as appropriate. The high school or school district shall
28 also issue and keep record of course completion certificates that
29 demonstrate that the career and technical courses were successfully
30 completed as needed for industry certification, college credit, or
31 preapprenticeship, as applicable. The certificate shall be ((either))
32 part of the student's high school and beyond plan ((~~or the student's~~
33 ~~culminating project, as determined by the student~~)). The office of

1 the superintendent of public instruction shall develop and make
2 available electronic samples of certificates of course completion.

3
4 **Sec. 205.** RCW 28A.320.240 and 2006 c 263 s 914 are each amended
5 to read as follows:

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

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

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

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

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

28
29 Renumber the remaining sections consecutively and correct any
30 internal references accordingly.

31
32 On page 16, after line 19 of the striking amendment, insert the
33 following:

34
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1 NEW SECTION. **Sec. 204.** A new section is added to chapter
2 43.06B RCW to read as follows:

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

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

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

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

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

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

28 (a) One representative each from the office of the
29 superintendent of public instruction, the workforce training and
30 education coordinating board, the Washington state school directors'
31 association, a statewide organization representing teachers and
32 other certificated instructional staff, the student achievement
33 council, the state board of education, the department of early
34 learning, the educational opportunity gap oversight and

1 accountability committee, a nonprofit organization providing
2 professional development and resources for educators and parents
3 regarding dyslexia, a nonprofit organization of special education
4 parents and teachers, and the Washington association for career and
5 technical education, each to be selected by the appropriate agency
6 or organization; and

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

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

21 (4) This section expires June 30, 2017.

22
23 NEW SECTION. **Sec. 205.** Sections 103 and 104 of this act take
24 effect September 1, 2015."

25
26 Renumber the remaining section consecutively and correct any
27 internal references accordingly.

28

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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