



OSPI Update December 2019

Covering the Cost of Dual Credit – Legislative Report

The 2019 operating budget directed OSPI to compile a report studying and making recommendations on how to cover the cost of dual credit programs for students and their families. The report was released last month and can be found [here](#). In addition to proposing a four-year phase in plan in which school districts and higher education partners would work together to cover the costs of dual credit, the report makes a series of recommendations that would improve access and equity in dual credit programs.

Questions about the contents of the report can be sent to Katherine Mahoney, Assistant Director for Policy, at katherine.mahoney@k12.wa.us or Jason Boatwright, Program Supervisor for Multiple Pathways and Dual Credit, at jason.boatwright@k12.wa.us.

Graduation Pathways Implementation

The State Board of Education (SBE) completed their rulemaking in early November. OSPI staff conducted a webinar on December 4 and are compiling an updated FAQ and a bulletin for the field. The Graduation Toolkit for the Class of 2020 (originally published in August 2019) will also be updated to reflect the changes implemented by SBE. You will find these resources, when they are available, on [OSPI's Graduation Pathways webpage](#). A description of graduation requirements for the Class of 2020 can be [found on SBE's website](#).

For more information, please contact Katherine Mahoney, Assistant Director for Policy, at katherine.mahoney@k12.wa.us.

Inclusionary Practices

The Inclusionary Practices Project (IPP) is well under way. The Office of the Superintendent of Public Instruction (OSPI) and the Center for Strengthening the Teaching Profession (CSTP) have partnered with 93 school districts and approximately 186 schools from across the state, with each Educational Service District (ESD) represented, in the pilot site process. Districts and schools involved in the pilot process will have access to project funds for the purposes of providing professional development and coaching on inclusionary practices to school and district personnel, in support of classroom teachers.

To provide immediate professional development options for educators and administrators working in our pilot districts and schools, OSPI has contracted with the following organizations:

- Washington Education Association (WEA)
- The SWIFT (Schoolwide Integrated Framework for Transformation) Education Center
- Center for Change in Transition Services (CCTS)

- Association of Washington School Principals (AWSP)
- Washington Association of School Administrators (WASA)
- Association of Educational Service Districts (AESD)

In the Winter of 2019-20, these professional development providers will become available to all schools/districts in the state to take advantage of free of cost.

In addition, Washington was recently selected to receive support from the TIES Center, a national provider of technical assistance, on building more inclusive practices and policies in schools statewide. The goal of the partnership is to increase the meaningful inclusion of students with significant cognitive disabilities in general education settings. This work will be managed, on behalf of OSPI, by the University of Washington's Haring Center. In the next month, additional schools and districts will be selected to receive intensive and/or targeted technical assistance to support meaningful inclusion for students with significant cognitive disabilities.

The Haring Center will also lead the recruitment and coordination of the IPP's Demonstration Sites. These sites will allow district and school personnel from around the state, who want to learn about effective inclusionary practices, a chance to see it in action.

Please see <https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project> for additional information, as this page is updated frequently.

For more information, please contact Glenna Gallo, Assistant Superintendent of Special Education at glenna.gallo@k12.wa.us.

Comprehensive Sexual Health Education Workgroup

At the direction of the Legislature, OSPI convened the Sexual Health Education Workgroup to consider the merits and challenges of requiring all K–12 schools to offer comprehensive sexual health education in all grades by September 1, 2022. Members of the Workgroup came to agreement that all students in the state would benefit from such instruction. Recommendations are included in the [Comprehensive Sexual Health Education Workgroup Legislative Report](#), and results of the related data survey are included in the [Comprehensive Sexual Health Education Data Survey Legislative Report](#).

For more information, please contact Laurie Dils, Program Supervisor of Sexual Health Education, at 360-725-6364.

Staffing Enrichment Workgroup

The Staffing Enrichment Workgroup's final recommendations to the legislature are in a report and are posted on the [OSPI website](#).

Summaries of the recommendations are:

Recommendation 1: Modify Prototypical School Level Sizes

The Workgroup recommends a technical revision regarding the enrollment of each prototypical school level currently in state law. Table 1 shows the current prototypical school sizes as well as the Workgroup’s recommended values.

Prototypical School	Grade Grouping	Current Student Enrollment (FTE)	Proposed Student Enrollment (FTE)
Elementary	K–6	400	500
Middle	7–8	432	500
High	9–12	600	500

Recommendation 2: Meet Students’ Needs for Safety as well as Mental, Social, Emotional, and Behavioral Health

- Invest in social-emotional, safety, and behavioral health needs of students by bringing identified positions up to the levels identified in Initiative 1351 (I-1351) and increasing access to trained professionals, including parent involvement coordinators.
- Improve prototypical school funding model levels for school nurses, school counselors, and principals to exceed the levels set forth by I-1351.

Recommendation 3: Provide Impactful Professional Development to All Staff

- Provide required professional development for all staff (i.e., Certificated Instructional Staff, Classified Staff, and Certificated Administrative Staff), ensuring key topics of racial literacy and cultural responsiveness are included to help with the elimination of opportunity gaps.
 - Racial literacy involves a discernment of the structural, political, and economic circumstances or past experiences that underlie racism and disadvantage.
 - For a racially literate person, race functions as a tool for diagnosis, feedback, and assessment of conditions within society and peoples’ lived experiences (Skerrett, 2011).
- Add a continuous improvement coach to the prototypical school funding model to assist educators in supporting students through implementation of multiple schoolwide initiatives and increasing the quality of professional development.
- Provide for an overall increase for all staff types to the current allocation for professional development in the prototypical school funding model.

Recommendation 4: Increase Flexibility with Transparency and Accountability

- Provide for school districts to hire the social and emotional health staff best positioned to serve their students by calculating compliance across the broad category of social and emotional health staff.
- Maintain the funding via individual staffing units in the prototypical school funding model. While compliance calculations are recommended across the broad category of social and emotional health staff, the prototypical school model shall retain the individual positions for allocation purposes only.

Recommendation 5: Raise Staffing Levels to Meet Those Set in I-1351 and Provide Additional Funds for Schools in the Capital Budget

- Increase staffing levels equally across position types over subsequent biennia, starting with the 2023–24 school year, increasing in the same annual increments.
- Provide additional funds in the Capital Budget to accommodate the addition of classrooms or other spaces for student learning to occur.

Recommendation 6: Reconvene the Workgroup

- Reconvene the Staffing Enrichment Workgroup prior to each biennial legislative session to provide information about progress or necessary updates to the recommendations.

For more information, please contact Dr. Michaela Miller, Deputy Superintendent, at michaela.miller@k12.wa.us.

Transitional Kindergarten

On December 5, OSPI hosted the “Transitional Kindergarten Introductory Webinar” in collaboration with district and Department of Children, Family and Youth Services staff. Transitional Kindergarten (TK) is a kindergarten program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year. The webinar discussed the requirements of TK, where it fits in the early learning landscape, and what schools should consider when planning to implement TK. For resources, see the [Pillars of Transitional Kindergarten and Frequently Asked Questions](#). The webinar was recorded and will be posted to this [link](#) as soon as it is ready.

For more information, please contact Karma Hugo, Director of Early Learning, at karma.hugo@k12.wa.us.