

Making CORE 24 Work For All Students: Building Policy Flexibility Worksheet Directions

ITF Board Charge: Make recommendations about the policy flexibility needed to make CORE 24 work for all students, with particular attention to ways to assist struggling students with credit retrieval and advancing their skills to grade level.

Issues: When basic education provides for the opportunity to earn 24 credits to graduate, some students will:

- √ Fail courses.
- √ Need schedules that include support classes—ESL, AVID, content-specific supplements, etc.
- √ Enter high school unprepared for high school level work.
- √ Have individual challenges that affect their pursuit of a diploma (including, but not limited to, students with IEPs)

And some will:

- √ Want to earn more than 24 credits.
- √ Attend skills centers and comprehensive high schools.
- √ Enroll in alternative learning experiences.
- √ Pursue Running Start/Tech Prep
- √ Earn International Baccalaureate diplomas.

And some will:

- √ Enter the system in their junior or senior year.
- √ Be in private schools where 4 credits of religion are required.
- √ Have aspirations and issues we cannot yet predict

Current Flexibility: State graduation requirements policy outlines a course of action for all students, but the SBE will need to consider whether policy flexibility will be needed in addition to what is already built into Core 24 requirements through:

- Statutes that
 - create opportunities to earn credits through CTE course-equivalents and apply them to graduation.
 - create opportunities to earn credits in middle school.
 - enable districts to waive physical education graduation requirements.
- WACs that
 - enable districts, under limited circumstances, to waive WA State History graduation requirements.
 - define procedures for granting high school graduation credits for students with special educational needs
 - give students the option of electing a different third credit of math.
- Core 24 guidelines that
 - provide for a career emphasis that frees students to take courses that may not meet all of the Higher Education Coordinating Board core academic distribution requirements (CADRs). The Core 24 default college and career ready requirements will be expected to align with the CADRs.

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Group task: Thinking “inside the box” and “outside the box,” what state-level policy flexibility is needed to make CORE 24 work for all students?

**Inside the Box: 6 Periods Per Day x 4 Years
@ 150 hours Per Credit
or Competency**

Year 1						
Year 2						
Year 3						
Year 4						

**Outside the Box: Requirements Met in Middle School, Online Learning,
Competency-based Learning, “Two for One” Policies, Limited Waiver Authority, Extended Days, etc**

