

Secondary School Regulations: Substantive Revisions

The revisions to the Secondary School Regulations are a result of: (1) compliance with state and federal law, (2) feedback and suggestions from the field, and (3) adherence to current research and best practice research in the field of education. The substantive changes that will be seen in the proposed revisions are outlined below.

Topic	Change
Literacy and Numeracy Support	Extend the intensity of support for literacy skill acquisition to numeracy. Moved from two separate sections to one section that holds the same expectations for both literacy and numeracy
Coursework	Clarify the definition of a “course” to ensure flexibility in how students can meet requirements.
	Center successful completion of coursework requirements on demonstration of LEA-defined proficiency level aligned with high school content standards.
	Add flexibility to substitute up to two required content area courses to pursue individualized pathway that leads to a Pathway Endorsement designation. Substitutions may not be in ELA or within the same two content areas.*
Diploma Requirements	Shift the state assessment from a student-based requirement to a school system-based incentive, including possible inclusion of statewide and school-level metrics and goals in a revised accountability system.
	Reduce the number of performance-based diploma assessments from two to one.
	Highlight requirement of demonstration of applied learning skills in performance-based diploma assessment.
	Ensure that students on the alternate assessment that have successfully completed requirements against modified standards are eligible for a diploma, at local discretion.
Council Designations	Introduce “Council designation” as an umbrella concept to be further defined by the Council. Council designations are presumed to include Commissioner’s Seal and Pathway Endorsements, which will be defined by the Council at a later date (these are not specifically named in the regulations). Note: awarded designations may be incorporated into a revised school accountability system through statewide and school-level metrics and goals.
Student Supports	Maintain availability of alternate recognition of high school accomplishment as an option for students not receiving a diploma. Require the document to specify skills and knowledge of students.
	Expand allowable personalization strategies beyond the advisory structure for middle schools.
	Remove language applicable to English learners remaining in school beyond the equivalent of the 12 th grade year. This language is already applicable to all students regardless of the current regulation.
	Utilize ILP as the central documentation of students’ goals, support, and progress, in place of a multitude of “plans” and documents.
Notification/ Communication	Ensure students and parents are notified of graduation and Council designation requirements by October 1 of the 9 th grade year.
	Disallow any changes to diploma and Council designation requirements after October 1 of the cohort’s 9 th grade year.
	Require LEAs to notify parents annually of how to access students’ ILP.
Monitoring	Replace Commissioner’s responsibilities to mandate monitoring with LEAs ensuring appropriate documentation for audits, as determined by the Commissioner.
Common Planning Time	Include language to ensure embedded professional development and vertical articulation may be included in common planning time.*

The proposed changes outlined in this document are current as of May 2016. The revisions to the Secondary School Regulations are pending public comment and Council on Elementary and Secondary Education approval.

*Changes made since 4/26 Council Meeting