

# Washington Achievement Awards

- Strategic Plan Goal 2: Accountability
  - 2.a.3: Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles
- Achievement Awards and Achievement Index released 4/18
- 258 schools earned Achievement Awards
- Each year, Office of the Superintendent of Public Instruction and State Board of Education send a joint press release
- The challenge: How can we extend the reach of the press release and better celebrate school successes?

# How can we extend the reach of the joint press release and better celebrate school successes?

## Twitter #WaAchievement

- Schedule a tweet for every school earning an award from 4/18 - 4/22
- Tag districts with twitter handles: @auburnSD, @LakeWashSchools, etc
- Tag ESDs with twitter handles: @PSESD, @newesdnews, etc
- Tag local news outlets: @issaquahpress, etc as appropriate and possible
- Include a link to the Washington state Achievement Index
- Retweet every district that tweets about #WaAchievement
- Tweet and retweet media stories about Achievement Awards

311  
tweets

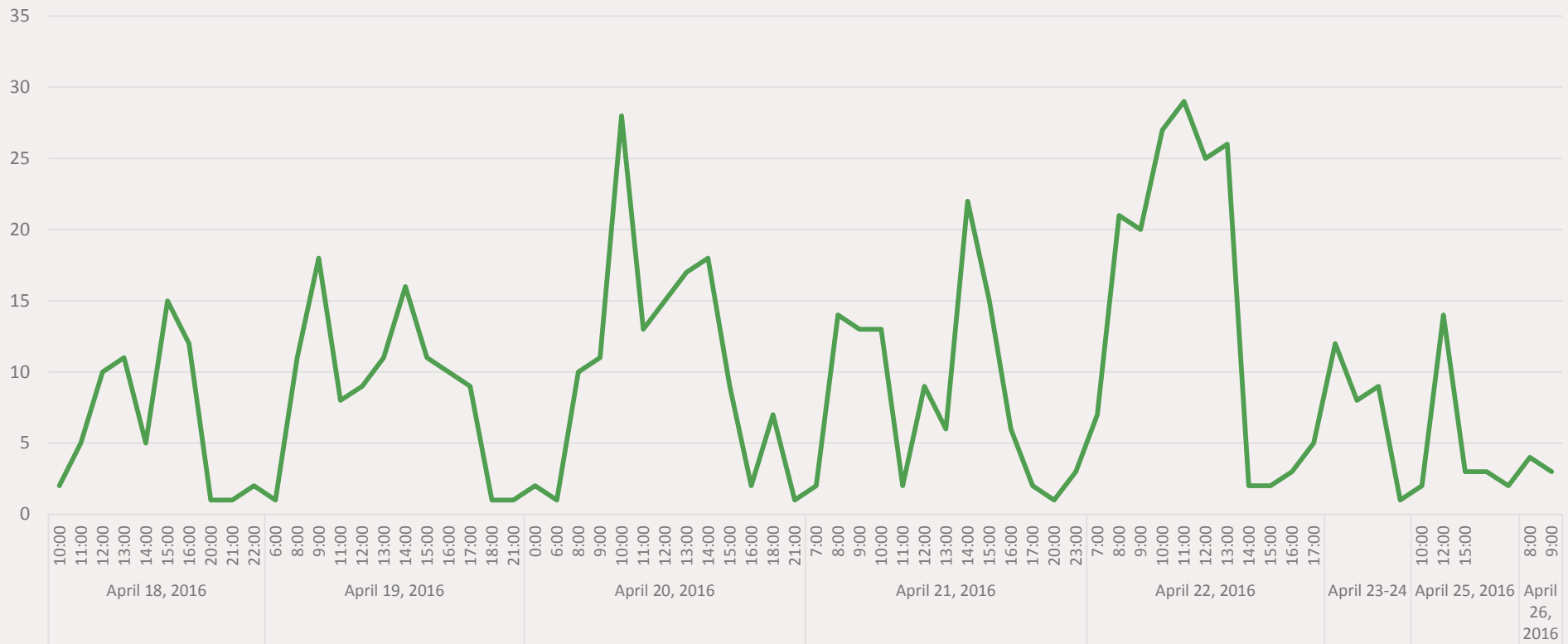
358  
retweets

107  
users


79,782  
people reached

1,825,122  
impressions

Chart Title



Twitter #WaAchievement

**WA Board of Ed.**   
@WA\_SBE Follow

2015 #WAachievement Awards will be held May 10  
UnionGapSchool in @UnionGapWA. #waedu  
akima\_Herald @KAPPKVEW bit.ly/1QcF7bg  
10:00 AM - 18 Apr 2016  
5 retweets 3 likes

**WA Board of Ed.**   
@WA\_SBE Follow

Special congrats to @UnionGapSchool for FIVE  
Achievement Awards! bit.ly/WAIndex #waedu 1/2 @kimatv  
KAPPKVEW  
10:00 AM - 18 Apr 2016  
3 retweets 0 likes

**Lake Washington SD**  
@LakeWashSchools Follow

Cobras! Keller Elementary is 1 of 25 LWSD schools  
earn #WAachievement Awards! bit.ly/1VyZ7SF  
er.com/WA\_SBE/status/...  
10:00 PM - 19 Apr 2016  
1 retweet 0 likes

**Bellingham Schools**   
@BhamSD Follow

en of our elementary schools earned #WAachievement  
ards! @waOSPI ow.ly/4mS3rf  
5:00 PM - 19 Apr 2016  
4 retweets 8 likes



**CK Schools**   
@CentralKitsap Follow

Continuous progress at PineCrest earned the state's  
highest education award! #WAachievement bit.ly/26dBP3f  
12:20 PM - 19 Apr 2016  
2 retweets 4 likes



**The Issaquah Press**  
@issaquahpress Follow

A total of 11 @IssaquahSchools win #WAachievement Awards:  
buff.ly/20Rn4iH #Issaquah  
12:40 PM - 18 Apr 2016  
0 retweets 4 likes



**Puget Sound ESD**  
pseed @PSESD Follow

137 Schools in PSESD Region Win State's Highest Honor  
buff.ly/1NzpoDq #WAachievement Awards #WAedu  
#SchoolPR  
9:21 AM - 19 Apr 2016  
2 retweets 3 likes

**WSIPC Data**  
@WSIPData Follow

Love the reports of #WAachievement awards! The  
#MySchoolData team is proud of our schools and their hard  
work. Let us know how we can help!  
2:42 PM - 20 Apr 2016  
1 retweet 0 likes

**Adam Bullock**  
@addybojangles Follow

Woo woo! Spent my last quarter as an intern at Lacamas and  
they 100% deserve this #WAachievement award!  
twitter.com/WA\_SBE/status/...  
10:14 AM - 22 Apr 2016  
1 retweet 2 likes

## MOST ACTIVE CONTRIBUTORS

BY NUMBER OF TWEETS



@WA\_SBE

296



@wagov

149



@LakeWashSchools

25



@WSASCD

19



@seapubschools

11

## MOST POPULAR CONTRIBUTORS

BY NUMBER OF FOLLOWERS



@seapubschools

10,714



@issaquahpress

9,352



@waOSPI

6,991



@WA\_SBE

4,285

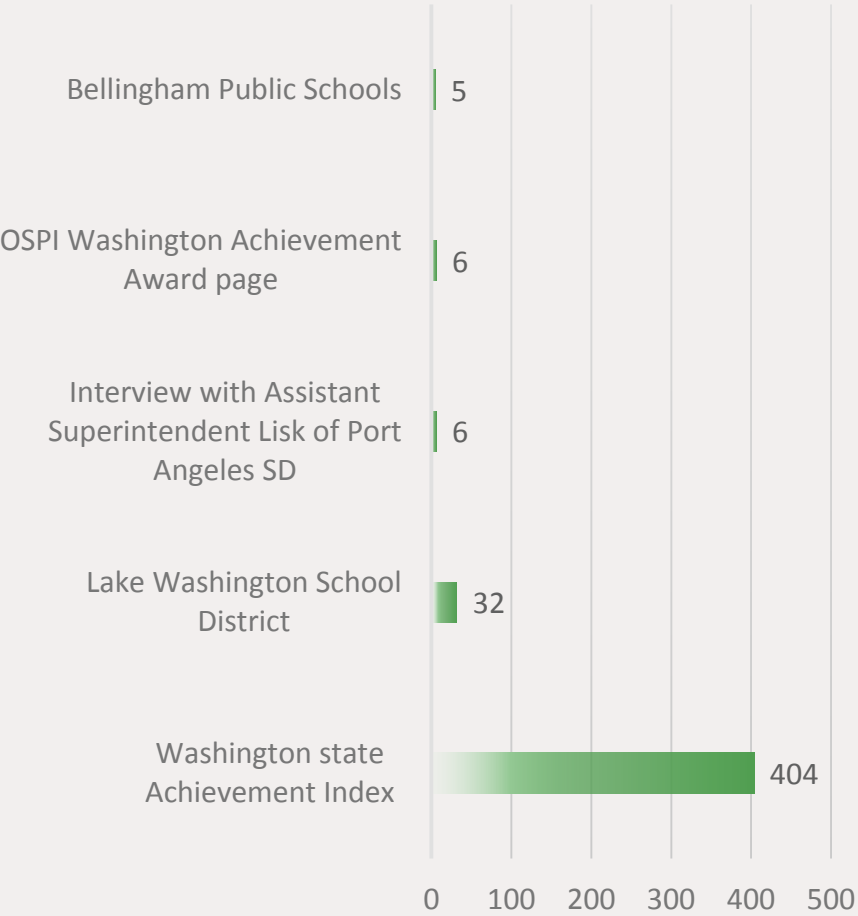
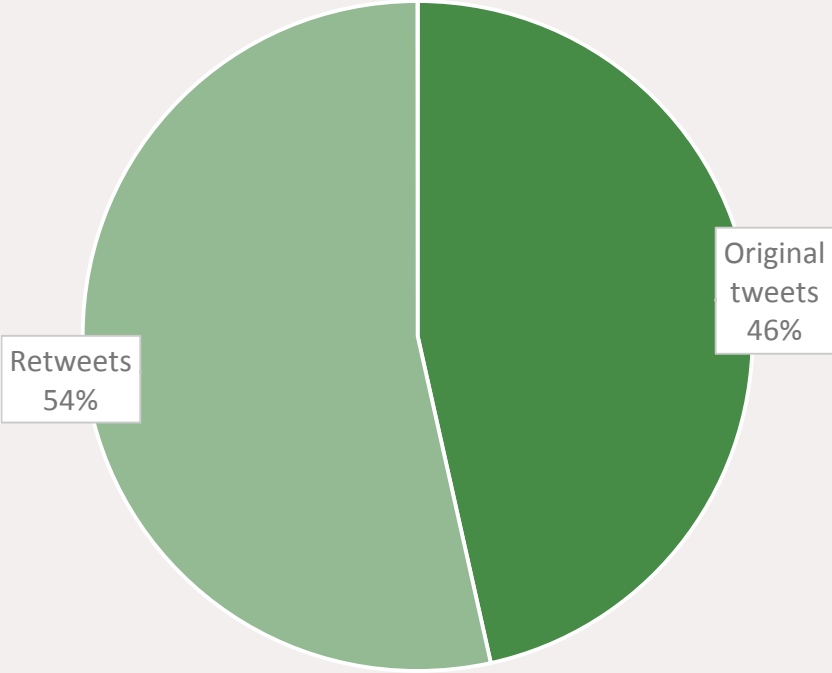


@IssaquahSchools

3,142

669 total tweets:  
311 tweets, 358 retweets

### Top 5 link clicks



# Takeaway

- 107 districts, education organizations, ESDs, teachers, students, and other stakeholders participated in the campaign.
- Almost every tweet was retweeted at least once.
- Almost 80,000 people saw multiple tweets – for a total of 1.8 million impressions. For reference: SBE typical monthly impression rate is 20K-45K
- We drove traffic to the Achievement Index – if a person clicked a link, they overwhelmingly clicked the Achievement Index link
- Lots of positive conversations about Washington school successes
- We amplified stories about school successes
- Improved exposure for the Achievement Index



## THE WASHINGTON STATE BOARD OF EDUCATION

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**TITLE:** Guidelines for Appropriate Conduct with Student Board Members and Responsibilities of Mentors and Chaperones for Student Board Members

**APPLIES TO:** All State Board of Education Employees and Board Members

**EFFECTIVE DATE:** April 20, 2016

**WRITTEN:** Denise Ross, Executive Assistant  
Linda Sullivan-Colglazier, Legal Counsel

### **PURPOSE**

Establish State Board of Education (SBE) Guidelines for Appropriate Conduct with Student Board Members.

Set out the roles and responsibilities of staff and board members who serve as mentors and/or chaperones for student board members, including background check requirements.

### **POLICY**

All board members and staff are expected to follow the Guidelines for Appropriate Conduct with Student Board Members set out in this policy.

The SBE will request that some SBE board members and staff volunteer to be designated as mentors and/or chaperones to provide assistance to the student board members. Designated mentors and chaperones will perform the duties as set out in this policy.

### **DEFINITIONS**

**Student Board Member** – High School student selected by the Association of Washington Student Leaders to serve one two-year term on the State Board of Education.

**Background Check** – Washington State Patrol WATCH Program Background Check for Conviction Criminal History Record Information (CHRI).

**Mentor** – An adult board member, one from the western region and one from the eastern region of the state, available to a student board member for mentoring and guidance as requested by the student during the student's term of service.

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*  
Mona Bailey • Kevin Lavery • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • MJ Bolt  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov



**Chaperone** – Adult staff or board member who is responsible for the well-being and safety of the student board member while traveling or conducting state business at board meetings and board-sponsored events.

**Responsible Party** – Person over the age of 21 listed with the hotel as the contact person should a problem or emergency arise during the student’s stay.

**Staff Member** – Person employed to provide administrative support and/or research to the State Board of Education.

**Board Member** – Person appointed or elected to serve on the State Board of Education.

### **CRITERIA FOR BACKGROUND CHECK APPROVAL**

Prior to being designated as a mentor or chaperone, a staff or board member must consent to a background check and be approved by the SBE Chair or Executive Director. A person will not be approved as a mentor or chaperone if the background check shows any of the disqualifying criteria listed below. While serving as a chaperone or mentor, all individuals are responsible for reporting any new convictions or arrests within (1) business day to agency staff or the Board Chair. The SBE Chair or Executive Director may choose to exercise their discretion at any time to not approve or to revoke approval of a person as a mentor or chaperone.

#### Disqualifying Criteria

Convictions or arrests pending final disposition for any of the crimes listed in [WAC 170-06-0120](#) will disqualify an individual from serving as a mentor or chaperone. Conviction for any crimes listed in column (a) in the table in [WAC 170-06-0120](#) will permanently disqualify an individual from serving as a mentor or chaperone. Conviction for any crimes listed in column (b) in the table in [WAC 170-06-0120](#) will disqualify an individual from serving as a mentor or chaperone for five (5) years from the date of conviction. Arrests pending final disposition for any of the crimes listed in [WAC 170-06-0120](#) will temporarily disqualify an individual from serving as a mentor or chaperone until final disposition.

Any conviction under [RCW 46.61.502](#), Gross Misdemeanor, Driving Under the Influence within five (5) years would disqualify a person from transporting a student board member.

Any conviction under [RCW 46.61.502](#) (6), Driving Under the Influence Class C Felony, would permanently disqualify a person from transporting a student board member.

### **DUTIES OF MENTORS**

- Be available to student members to provide information regarding how the Board operates, substantive issues, current policy work of the Board and provide guidance.
- May be designated as the responsible party for the student at the hotel if both the mentor and student are staying overnight, which includes signing the student’s registration card upon check-in.
- Be familiar with the parental permissions restrictions of the student.
- Must complete and sign a background check authorization form every four (4) years.

## **DUTIES OF CHAPERONES**

- Be responsible for student's health and well-being during board meetings and board sponsored events.
- Designated as the responsible party for the student at the hotel, which includes signing the student's registration card upon check-in, if the student's mentor is unavailable.
- May be the emergency contact for the student while in travel status.
- Be responsible for accompanying the student during travel, including airplane or ground transportation.
- Be responsible for ensuring the student is accounted for during travel to and from meeting and event locations, including the hotel.
- Be familiar with the parental permissions restrictions of the student.
- Must complete and sign a background check authorization form every four (4) years.

Many of the duties of the mentor and chaperone may overlap. An individual may be designated as both a mentor and a chaperone.

## **GUIDELINES FOR APPROPRIATE CONDUCT WITH STUDENT BOARD MEMBERS**

It is the responsibility of all staff and board members to maintain appropriate professional boundaries with student board members. Staff and board members are expected to use good judgement when interacting with students and be good role models in conduct, speech and dress.

- No touching or embracing with a student that is not acceptable or is uncomfortable to the student.
- Agency staff and board members are prohibited from engaging in any sexual contact and intrusive touching with the students.
- Agency staff and board members are prohibited from engaging in any inappropriate, sexually-oriented conversations with students.
- Agency staff and board members must not use inappropriate language or behavior in working with the students, which includes inappropriate email communication.
- Agency staff and board members should avoid giving or receiving inappropriate gifts or make gift-giving a frequent act with the students.
- Agency staff and board members should not speak to the students in a way that is harsh, threatening, intimidating, shaming, derogatory, demeaning or humiliating and are expected to refrain from swearing in the presence of the students.
- One-on-one meetings with students should be held in public areas that are visible and accessible.
- Agency staff and board members are prohibited from using illegal drugs or prescription drugs that impair judgement when in the presence of a student. Agency staff and board members are prohibited from excessive use of alcohol when in the presence of a student. Excessive use is considered to be when a person is visibly intoxicated. Agency staff and board members are also prohibited from offering or providing illegal drugs, prescription drugs or alcohol to the students.

- Agency staff and board members are prohibited from lodging overnight in the same room with a student.
- Agency staff and board members must follow the permissions set by the student's guardian(s) as indicated in the student's Parental Permission Form for traveling with the student in a vehicle.
- While students are serving on the Board, agency staff and board members should not have inappropriate interaction with the student members on their personal social media accounts.
- Agency staff and board members must follow the permissions set by the student's parent(s) in the Minor Student Travel Permission form. This includes permissions for who can be the driver of the vehicle in which the student is riding as passenger when traveling to and from board meetings or board sponsored events.



## **THE WASHINGTON STATE BOARD OF EDUCATION**

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### **Board Meeting Travel Rules and Appropriate Conduct**

Washington state travel rules have very specific requirements. Because of this, it is important that you follow these directions to ensure a smooth process for your travel and reimbursement. If the state rules are not followed, you run the risk of not being reimbursed for travel expenses.

We need to be informed of your whereabouts at all times. In case of an emergency during board meetings or while traveling you should contact one of the designated board member mentors or designated board or staff member chaperones. The Executive Assistant will provide you with their names and cell phone numbers.

Students may need to miss up to three days of school when traveling to a part of Washington distant from their home for a board meeting.

The Executive Assistant makes all travel arrangements. If you have any questions regarding travel please contact her.

### **Travel Arrangements**

Board meeting travel arrangements will be made using the following process:

Six weeks before the upcoming board meeting, the Executive Assistant will email you and your parent/guardian a link to an online Meeting Notice. You and your parent/guardian should respond immediately to the request for information, which will include the following:

- Confirmation of attendance at the meeting.
- Lodging needs (if eligible; see travel policy pages 3-4) .
  - You will receive an email seven days before the meeting with your hotel confirmation information based on what you requested on your Meeting Notice. SBE pays for room, tax, and parking on direct-bill with the hotel. Any phone calls, room service, or other extra charges will be your responsibility to pay upon checkout.
  - **The parent/guardian will be required to fill out a credit card authorization form prior to each hotel stay.** All guests at hotels are asked to provide a credit card for incidentals. Since student Board members typically do not have credit cards of their own, hotels require a parent/guardian to submit a credit card

authorization form before the student member arrives at the hotel. **If a credit card cannot be provided**, please let the Executive Assistant know to discuss alternative arrangements.

- Transportation needs.
  - Flights needed must be purchased by the Executive Assistant using state contracts with Alaska Airlines; airline tickets will not be reimbursed if purchased on your own. We will need to know any preferences you have for flight times. Baggage fees will not be paid in advance to the airline, but you may claim them for reimbursement. You will receive an Alaska Airlines ticket confirmation upon receipt of your completed meeting notice. If you need to make any changes to your flight(s), please contact the Executive Assistant immediately.
  - You are responsible for making reservations for train, bus, taxi or any other modes of transportation. SBE will reimburse most travel expenses, except upgrades from coach airline and train tickets.
  - Your parents can claim car mileage for one round trip per meeting to the airport or other drop-off site for your transportation to board meetings. Current mileage reimbursement rate is 0.054 per mile.
  - The Executive Assistant will arrange ground transportation needed with a board member mentor or Board or staff member chaperone, unless your parent/guardian has given approval for you to drive yourself to the meetings.
    - ❖ **Please note:** There are additional rules for students who are 16 years of age.
      - 1) At 16 and within the first six months of obtaining a driver's license you are not allowed to have anyone in your car under the age of 20 years old.
      - 2) Within the second six months of obtaining a drivers license, you can have up to four people under the age of 20 years old in your car.
- **Advance notice and parent/guardian approval of unchaperoned after-hours personal activities is required.** Board members and staff will not be responsible for transporting you to and from any after-hours personal activities. SBE will only provide transportation to and from the Board meetings and board-sponsored events (such as community forums or board dinners). If your parent/guardian approves of and notifies SBE of any unchaperoned after-hours personal activities, you must arrange your own transportation.
- Meals provided or reimbursed
  - SBE always provides lunch at board meetings. Depending on the location of the meeting, breakfast may be provided.
  - You are usually on your own for dinner, except the first night of the annual retreat meeting when the Board will gather for a team dinner.

- Your meeting notice will have details of what meals will be provided and what the reimbursement (per diem) rate is for the county of the meeting. If a meal is not provided as part of the meeting or hotel stay, you may claim reimbursement. If the price of your meal is greater than the per diem rate, you will only be reimbursed the per diem amount. You must be in travel status during the following time intervals to be eligible for meal reimbursement:
  - Breakfast: 6:30-8:00 a.m.
  - Dinner: 5:00-6:30 p.m.

### **Travel Restrictions and Policy**

The Washington State Office of Financial Management (OFM) has set certain restrictions for travel. They are summarized here as follows:

Board members must reside/work more than 50 miles from the Board meeting location in order to qualify for lodging. Please contact the Executive Assistant if you feel lodging is necessary even within 50 miles due to special circumstances or if health and safety is a concern. Special circumstances may include transportation issues that would require a parent/guardian to do an excessive amount of back-and-forth driving for a two-day period of time.

Receipts for reimbursement are required for the following:

- Parking
- Tolls
- Taxi fares
- Airport luggage fees
- Shuttles (although airport shuttles are often direct billed to SBE)
- Train tickets

Items that cannot be reimbursed include:

- Valet services
- Entertainment expenses such as radio, television rental and other items of a similar nature
- Taxi fares for any non-business or entertainment at meeting location
- Personal telephone calls
- Tips or gratuity
- Out of pocket charges for service calls for problems caused by you, such as if you lock keys in the car.

It is important to remember the following when traveling:

- Travel is reimbursed from your “home station” ONLY. For example: You are on vacation with your family in Florida and you want to fly back for the Board meeting. You’d be responsible for purchasing your own one-way flight ticket from Florida to the meeting location. OSPI would reimburse you at the cost it would be to fly on state contract from your home residence to the meeting location. The difference in fare (if any) will be your responsibility to absorb.
- All reimbursement forms should be received by the SBE office no later than the end of the month when the travel occurred. We recommend you complete your travel reimbursement form before leaving the Board meeting on the last day and submitting it to the Executive Assistant.

### **Mentors and Chaperones**

There is a board member mentor for both the eastside and westside student board members. This adult board member is available to you for mentoring and guidance at your request any time during your term on the Board. Other board members and staff may also serve as a chaperone for you basic well-being and safety needs. Hotels require an adult be designated as the responsible party for any minor lodging alone. Your board member mentor or an approved adult chaperone will be listed with the hotel as your responsible party should any emergency take place during your stay, including health and safety issues. In the event of a health and safety issue, the adult mentor or the Executive Assistant would contact your parent/guardian immediately. All assigned board member mentors and chaperones are required to pass a background check with Washington State Patrol every four (4) years.

You will be introduced to your mentor at your first board meeting.

Westside Board Member: Connie Fletcher (female)

Eastside Board Member: MJ Bolt (female)

### **Guidelines for Appropriate Conduct as a Student Board Member**

Student members are expected to use good judgement when interacting with staff, other board members, and the public. Be appropriate in conduct, speech, and dress. Student members must maintain appropriate professional boundaries with staff and other board members, including other student board members. If anyone does something that the student member feels is inappropriate or that makes them uncomfortable, the student member should tell a designated chaperone or mentor.

- Student members should not meet alone with a staff or board member in a closed room or other non-public area that is not visible and accessible to others.
- Student members are prohibited from lodging overnight in the same room with staff or board members, including other student board members.

- Student members should avoid touching or embracing the other student member in any manner that is unacceptable or uncomfortable to the other student.





# THE WASHINGTON STATE BOARD OF EDUCATION

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DRAFT

## IMPLEMENTATION OF 24-CREDIT GRADUATION REQUIREMENTS—FREQUENTLY ASKED QUESTIONS

The following are draft questions and answers based questions asked at the 24-credit implementation workshops that were held in February through April 2016.

### Definition of a Credit and Competency-Based Crediting

#### **1. Are there seat-time requirements for earning a high school credit?**

No. The Board adopted rules in November 2011 removing the seat-time requirement from the definition of a high school credit. The applicable rule is [WAC 180-51-050](#).

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#### **2. If seat time is not a requirement for earning a high school credit, does this mean we can give credit for Advisory regardless of the seat time?**

Yes, credit may be awarded for Advisory regardless of seat time. Several districts are awarding 0.25 to 0.5 credits per high school year for Advisory.

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#### **3. Can a district award credit for successful completion of state assessments? Could such a credit meet a graduation requirement (i.e. Algebra I or a credit in English)?**

Yes, the definition of a high school credit allows for competency-based credit that could meet graduation requirements. To award competency-based credit, a district would need a written policy and would need to identify an assessment that aligns with high school learning standards for the subject. Several districts award 0.5 credits for meeting standard on a Math End-of-Course assessment to students who were not successful in passing the required course.

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#### **4. If there is a sequence of courses and a student does not satisfactorily pass the course in the first semester but successfully completes the second semester, can the student earn credit for the first semester retroactively after completion of the second semester? Can a student “back-earn” credit?**

If the district has a policy in place to award competency credit for previous courses in a course sequence, and success in the second semester demonstrates competency in the knowledge and skills aligned with the standards covered in the first semester, then yes.

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#### **5. How much discretion does a teacher have over competency-based crediting? How much discretion does the district have?**

The district must have a written policy in order to award competency-based crediting. The district’s policy may specify discretion for the teacher.

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**6. How many credits can a student earn through competency-based crediting?**

There are no limits on the number of credits that a student may earn through competency-based crediting.

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**7. What is the most common subject area for competency-based crediting?**

Currently, the most common subject area for competency-based crediting is World Languages.

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**8. What is needed to do competency-based crediting?**

A written district policy that identifies the learning standards to be addressed and the assessment(s) that will allow students to demonstrate proficiency or mastery of those learning standards. The Washington State School Directors Association has a model policy for competency-based crediting in World Languages that could be modified for other subjects.

[WAC 180-51-050](#) defines high school credit as:

As used in this chapter the term "high school credit" shall mean:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW [28A.230.090](#)(4):
    - (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or
    - (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).
- 

**Career Technical Education (CTE) Course Equivalencies and  
"Two-for-One" Crediting**

**9. Do students earn double credit for CTE classes such as completion Drafting/CAD to earn one CTE credit and one credit of Geometry? Does the student earn two credits and meet two requirements?**

No. Under the CTE "Two-for-One" policy, they may meet two graduation requirements by completing one class that is recognized by the district as a CTE equivalency, but students would receive only one credit.

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**10. If students meet two graduation requirements with only one CTE equivalency credit ("two-for-one"), do they still need to earn a total of 24 credits in order to graduate under the 24-credit graduation requirements?**

Yes. Earning such credit will allow them more flexibility in their schedule but they will still need to earn 24 total credits.

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**11. What is the difference between CTE course equivalencies and 2-for-1 crediting?**

CTE course equivalencies permit students to meet core subject area graduation requirements through a CTE course. All CTE course equivalencies may be used for 2-for-1 crediting but they don't have to be used in that way.

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**12. Can courses other than CTE Course Equivalencies meet two graduation requirements with only one credit?**

Yes. For example, a physical education dance course could be recognized by a district as meeting two graduation requirements (i.e. fitness and an arts requirement).

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**13. What documentation is required when students access the two-for-one credit?**

The documentation requirements would be locally determined. A reasonable place to record the two-for-one crediting is the High School and Beyond Plan. However, the transcript should reflect the College Academic Distribution Requirements if possible.

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**14. If a student meets two graduation requirements with one credit, does the student still need to earn 24 credits in total?**

Yes, meeting two graduation requirements with one credit does not preclude the student from the requirement to earn 24 credits. However, it does provide flexibility for the student to take an additional elective course.

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**15. What resources are available for districts to use course equivalency frameworks developed by other districts or the state?**

Consult with the Office of Superintendent of Public Instruction CTE Office.

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**“Unusual Circumstances” Waivers for Individual Students**

**16. Where can the Washington State School Directors Association model policy for the two credit waiver for individual students for “unusual circumstances” be found?**

The Washington State School Directors Association provides a model policy through its [policy and legal services department](#).

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**17. Is the two-credit waiver for individual students for “unusual circumstances” at the district’s discretion? In other words, can the district choose not to have it, or choose to have it with more limiting “special circumstances?”**

Yes. The Washington State School Directors Association provides a model policy but districts are not required to use the model policy. They may create their own or choose not to have a policy.

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**18. How is the “unusual circumstances” waiver developed? Who decides?**

The school board may decide to adopt a written policy for the “unusual circumstances” waiver. The district may consider the Washington State School Directors Association model policy or may develop its own. The model policy is number 2409.

**19. Can any type of credits be waived for “unusual circumstances?”**

No. The waiver is limited to the flexible credits within the 24-credit framework. The flexible credits are the Personalized Pathway Requirements and elective credits (WAC 180-51-068).

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**20. Does a student have to attempt 24 credits in order to receive a two-credit waiver for “unusual circumstances?”**

No.

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**21. Can the “unusual circumstances” waiver be applied to an individual student during the ninth grade year?**

Yes.

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**Awarding High School Credit in Middle School**

**22. For high school credit to be granted for courses taught in middle school, is the middle school teacher required to be Highly Qualified and certified to teach high school?**

No. Educators teaching outside of their endorsement is not a best practice but a high school endorsement is not a requirement. Highly Qualified has been eliminated under the new federal Every Student Succeeds Act.

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**23. Can a 6th grader take Algebra I or Spanish I and earn high school credit?**

Yes. There is nothing to preclude a younger student from earning high school credit as long as high school standards are met. [RCW 28A.230.090](#) (4) specifies circumstances under which a student may earn high school credit before high school.

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**24. Can a middle school student satisfy graduation requirements without earning high school credit?**

Yes, in math and Washington state history. A student may take Algebra I prior to ninth grade but elect not to put the credit on his or her transcript. The student would still need to earn three credits of high school math, but the requirement to take Algebra I would have been met.

A student may take Washington state history prior to ninth grade but the district is not required to award high school credit. The student would meet the Washington state history graduation requirement. Washington state history is a non-credit graduation requirement. However districts may award credit for Washington state history if it is taught to high school learning standards.

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**25. What are subjects that students are earning high school credit for during middle school?**

Most common are Algebra I, Geometry, Washington state history and World Language. Any subject could be offered for high school credit if the high school learning standards are taught (RCW 28A.230.090).

**Definition of Laboratory Science**

**26. What does the National Collegiate Athletic Association (NCAA) define as lab science?**

The NCAA does not explicitly define what a lab science is, but does identify courses that they accept as a lab science on their High School Portal.

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**27. Which courses can be considered lab science?**

Rules adopted by the State Board of Education, WAC 180-51-068, defines laboratory science:

"Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of section (3) may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

This definition allows districts flexibility in offering science laboratory courses. Laboratory courses do not need to be offered in a dedicated laboratory facility, but could also be conducted in a traditional classroom, outdoors, or in a combination of settings.

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**High School and Beyond Plan and Personalized Pathway Requirements**

**28. What if a student changes his or her mind about career and education goals? How should that be handled in the High School and Beyond Plan?**

A best practice is to revisit the High School and Beyond Plan with each student at least once a year.

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**29. Are the Personalized Pathway Requirements a sequence of three courses? Do students need to complete a sequence of three courses to meet the Personalized Pathway Requirements?**

No. The student's Personalized Pathway Requirements need to align with the student's career and education goals, but the student's goals may change during high school. If a student changes his or her mind about their career and education goals, their next choice for a Personalized Pathway Requirement should align with their new goals. However, they do not need to start over with a new sequence of three courses. The purpose of the Personalized Pathway Requirement is for the student to have intentionality in their high school course choices.

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**30. Are Personalized Pathway Requirements simply electives?**

Personalized Pathway Requirements are similar to electives, but electives allow students to explore, while the Personalized Pathway Requirements are meant to relate to their education and career goals as expressed in their High School and Beyond Plan.

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**31. How can we implement individual High School and Beyond Plans if counselors have a large caseload and the district does not yet have a district-wide electronic system for the HSBP?**

WSIPC (a public cooperative that provides information services to school districts) offers an online tool that is available for use at no cost to the districts. A one-time nominal set-up fee is applicable for districts that are not already WSIPC clients. The fee is for connecting the student information system to the WSIPC High School and Beyond tool so that the tool can automatically populate with data. Contact [WSIPC](#) for more information.

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**32. Do Personalized Pathway Requirements need to be documented on the student transcript?**

No.

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**33. Where should a student’s Personalized Pathway Requirements be documented?**

The Personalized Pathway Requirements should be documented in the student’s High School and Beyond Plan.

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**34. What are College Academic Distribution Requirements in Washington state?**

The Washington Student Achievement Council provides [information on admissions requirements to four-year institutions](#) in Washington State.

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**35. Do students have to choose between three Personalized Pathway Requirement courses and two language and one arts course?**

No. Personalized Pathway Requirements may be used in any combination.

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**What Are Other Districts Doing to Implement 24-Credit Requirements?**

**36. What are some innovative ways that districts are changing their schedules to increase the opportunity to earn more credits?**

The Association of Washington School Principals is researching ways that districts are increasing their credit offerings. They have produced a video featuring notable school and district examples. They are preparing a report featuring ways that schools and districts can prepare for implementation of 24-credit graduation requirements. Examples of ways to increase the opportunity to earn credits include changing from a semester to a trimester or changing from a six-period to a seven-period day. For more information, please visit [www.awsp.org](http://www.awsp.org) or contact Scott Seaman at [scott@awsp.org](mailto:scott@awsp.org)

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**37. How many districts already require students to earn at least 24 credits to graduate as part of their locally adopted graduation requirements?**

Based on data for the Class of 2016 from the Basic Education Compliance reports that the State Board of Education receives from all school districts, 41 percent or 103 school districts out of 249 high school districts require at least 24 credits. There are 295 school districts in the state but only 249 have high schools.

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**38. What percentage of high schools offer competency-based crediting?**

Based on data for the Class of 2016 from the Basic Education Compliance reports 36 percent or 89 school districts out of 249 high school districts offer competency-based crediting.

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**39. Where can I find more information about district graduation requirements? Which districts already require 24 or more credits? Which districts allow for competency-based crediting?**

Each year the State Board of Education collects data from all school districts through its Basic Education Compliance report. The district graduation requirements comparison spreadsheets can be found in the “Resources” section at the bottom of [www.sbe.wa.gov/graduation.php](http://www.sbe.wa.gov/graduation.php)

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**Other Questions**

**40. Has the Legislature allocated funding for the implementation of the 24-credit graduation requirements?**

\$97 million dollars was allocated to districts for the implementation of the 24-credit graduation requirements in the 2013-2015 Washington state budget. That funding carries forward, with growth for enrollment and increased staff counts in subsequent budgets.

The budget notes from the 2014 supplemental budget (page 176) provide further explanation:

**Opportunity for 24 Credits and Instructional Hours**

Funding in the amount of \$97.0 million is reallocated within the program of basic education from implementation of increased instructional hours as directed under Chapter 4, Laws of 2013, 2nd sp.s., to implement Chapter 217, Laws of 2014 (E2SSB 6552). Under the reallocation, funding is provided for a class size enhancement for two laboratory science classes within grades 9 through 12, increased prototypical high school guidance counselor allocations, and an additional MSOC allocation for grades 9 through 12. A proportional increase for educational staff associate ratios in career and technical education and skill center allocations is also provided. Additionally, funding is provided for rule making at the State Board of Education and for the Office of the Superintendent of Public Instruction (OSPI) to develop curriculum frameworks for a selected list of career and technical education courses. The net impact of this shift is a reduction of \$0.2 million.

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**41. Will completion of a *Bridge-to-College* course count as meeting the testing requirement for high school graduation?**

No, not under current law.

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**42. Given that some districts will have a temporary waiver to delay implementation of the 24-credit graduation requirements, how should students who are transferring from a district requiring only 20 credits to a district requiring 24 be addressed?**

Districts should have a policy for addressing the needs of transfer students.

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**43. Is the physical education requirement waiver still available for students?**

Yes (RCW [28A.230.050](#)). The fitness waiver was unchanged by the 24-credit graduation requirements.

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**44. If the CTE (Occupational Education) course is not taught by CTE-certificated staff, can the district access state CTE funding for that course?**

No.

If you have any questions about 24-credit graduation requirements, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)