

# Basic Education Compliance

## Briefing Paper



*Elma Elementary, Elma Washington*

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# BASIC EDUCATION COMPLIANCE BRIEFING PAPER

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June 30, 2022

## Introduction and Background

### Purpose and Role of Basic Education Compliance

The Washington Legislature assigns responsibility to the State Board of Education (SBE) for rulemaking and to ensure compliance under the Program of Basic Education ([RCW 28A.150.220](#)). The Legislature also provides criteria to fund school districts operating a basic education instructional program ([RCW 28A.150.250](#)) and the process and criteria for SBE to review and certify district compliance with the program of basic education ([WAC 180-16-195](#)). While the Board has the authority to impose sanctions or initiate formal processes, historically, those tools have not been used. Instead, compliance issues are addressed through a collaborative process between the district and SBE staff.

Basic Education requirements are described in:

- General Provisions ([Chapter 28A.150 RCW](#)) that are further defined regarding state support of public schools ([Chapter 180-16 WAC](#)) and waivers for restructuring purposes ([Chapter 180-18 WAC](#)), and,
- High school requirements ([RCW 28A.230.090](#)) that are further defined for graduation requirements ([Chapter 180-51 WAC](#)) and waivers ([Chapter 180-18 WAC](#)).

This briefing paper provides an analysis of results from the 2021-2022 Minimum Basic Education Requirement Compliance survey.

### 2021-2022 Basic Education Certification

For the 2021-2022 school year, SBE staff updated an online survey instrument for districts to self-report their compliance with Washington State basic education requirements. SBE staff reduced the number of questions about graduation requirements. In their place, staff added new questions about reporting requirements for an emergency waiver program in response to the COVID-19 pandemic and information to improve Washington's K-12 educational system. Questions were also added about state-mandated and recommended educational offerings and requirements. The purpose of these questions was to:

1. Inform or remind school districts of requirements and recommendations in current law, and
2. To gather information to help SBE promote a system that meets the goals of basic education for all students.

The 2021-2022 survey included questions about the following topics:

- Instructional days and hours
- Graduation requirements, graduation pathway options, and the High School and Beyond Plan
- State-mandated and recommended educational offerings and activities
- Mastery-based Learning
- Emergency waiver administration and data (Survey results about the emergency waiver program are addressed in a separate report to the legislature.)

Districts were only asked to respond to questions related to the grade levels they serve. All school districts responded to prompts about instructional hours, days, and some questions about state-mandated and recommended educational offerings and activities. School districts with high schools responded to additional questions related to graduation and other high school-specific topics.

SBE staff examined the data for errors or issues of non-compliance and contacted districts to verify results. Based on SBE staff review of each school district's data, all school districts were determined to be "in-compliance" with basic education requirements for the 2021-2022 school year and were certified through Board action.

Of the 295 districts, 48 met all reporting requirements while 247 were certified contingent upon addressing one or more outstanding issues. Districts certified with contingencies were notified of the concerns and advised that these issues would receive greater scrutiny in the 2022-2023 school year. Many contingencies were issues related to new requirements. Others were related to optional offerings or requirements that the district was in the process of implementing.

## **2021-2022 Basic Education Survey Findings**

The information reported by Washington's public-school districts is organized into three sections.

- The first section is a discussion of the requirements for SBE certification.
- The second section focuses on requirements specific to districts serving high school students.
- Section 3 provides information on encouraged offerings and innovative district practices.

## Section 1: General Requirements for SBE Certification

There are 295 school districts in Washington. All districts responded to prompts on the following topics for the 2021-2022 school year:

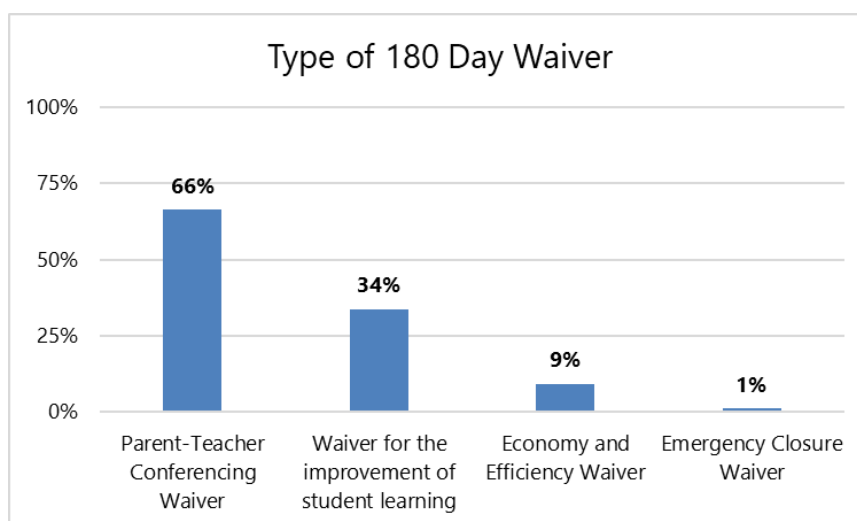
- School days and instructional hours that meet or exceed state minimums
- Implementation of the High School and Beyond Plan (HSBP) and provision of an electronic HSBP platform, and,
- Compliance with curricular requirements and mandatory activities during the school year.

### *Instructional Days and Hours*

The state requires demonstrated student access to the program of basic education ([WAC 180-16-195](#), [WAC 180-16-200](#), and [RCW 28A.150.220\(7\)](#)). Districts must offer at least 180 days of instruction and there is a minimum hour requirement.

Of the 295 districts, 71 percent planned to offer the required state minimum of at least 180 days of instruction at the beginning of the 2021-22 school year. The remaining 29 percent were approved to offer fewer instructional days through waivers granted by OSPI. Waiver programs for the 180-day school year ([Chapter 180-18 WAC](#)) are permitted for:

- Professional development for the improvement of student learning
- Parent-teacher conferencing
- Economy and efficiency to run a four-day school week in districts with fewer than five hundred students, and,
- Emergency closure

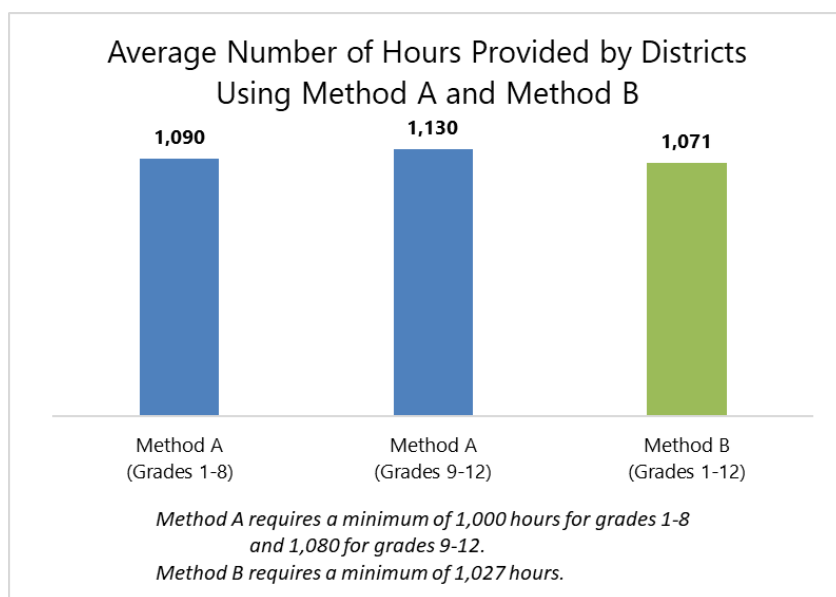


For the 2021-22 school year, the most common waiver was the parent-teacher conferencing waiver (66 percent of all districts who sought a waiver). The second most common was a waiver for improvement of student learning (34 percent). Note that districts were allowed to pursue multiple types of waivers.

In addition to 180 days of instruction, districts must meet or exceed state minimums of 1,000 hours of kindergarten, and either:

- District-wide averages of 1,000 hours in grades 1-8 and 1,080 in grades 9-12 (Method A) or
- A district-wide average of 1,027 hours across grades 1-12 (Method B).

In the 2021-22 school year, 20 percent of districts met the instructional hours requirements through Method A and 80 percent used Method B. Every school district serving kindergarten offered at least 1,000 hours of kindergarten instruction.



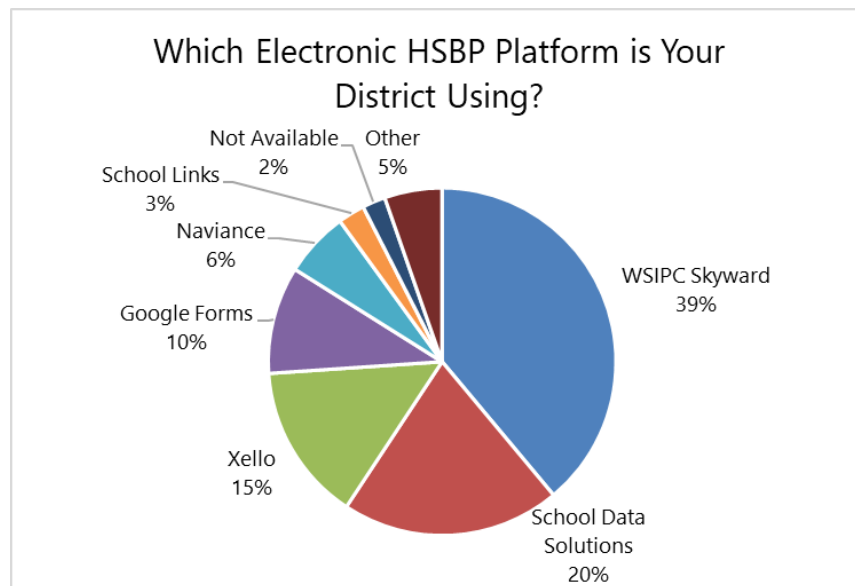
Districts using Method A offered a greater number of instructional hours, on average, than districts using Method B. In both cases, districts exceeded the minimum required instructional hours.

### *The High School and Beyond Plan (HSBP)*

Districts serving eighth grade students are required to verify that every student has a High School and Beyond Plan (HSBP) to guide the student's high school experience and to ensure that high school courses are aligned with the student's goals. ([WAC 180-51-220](#))

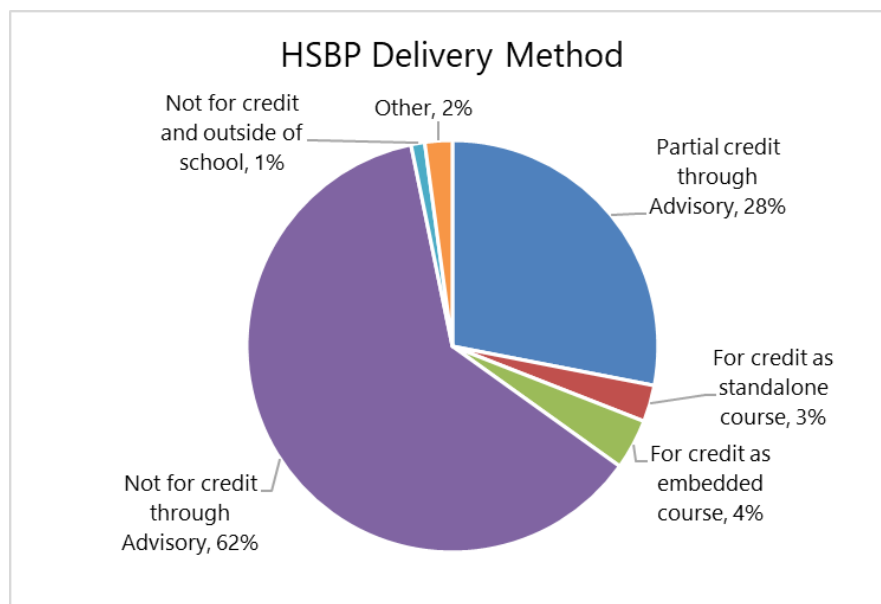
The HSBP provides students with the opportunity to:

- Identify career goals aided by a skills and interest assessment,
- Identify education goals,
- Learn about financial aid programs,
- Develop a four-year plan for high school courses,
- Identify options to satisfy state and local graduation requirements, and
- Start their resume



Districts must offer an electronic platform to manage students' progress. The most common HSBP platform is the one provided within Skyward (39 percent). The second-most utilized is provided by School Data Solutions (20 percent), third is Xello (15 percent), and the fourth most popular are systems that districts have created for themselves (10 percent).

While the HSBP is required to start no later than eighth grade, districts are encouraged to start earlier than that. One in six districts (16 percent) started HSBP work in sixth grade and 29 percent started with seventh grade students.



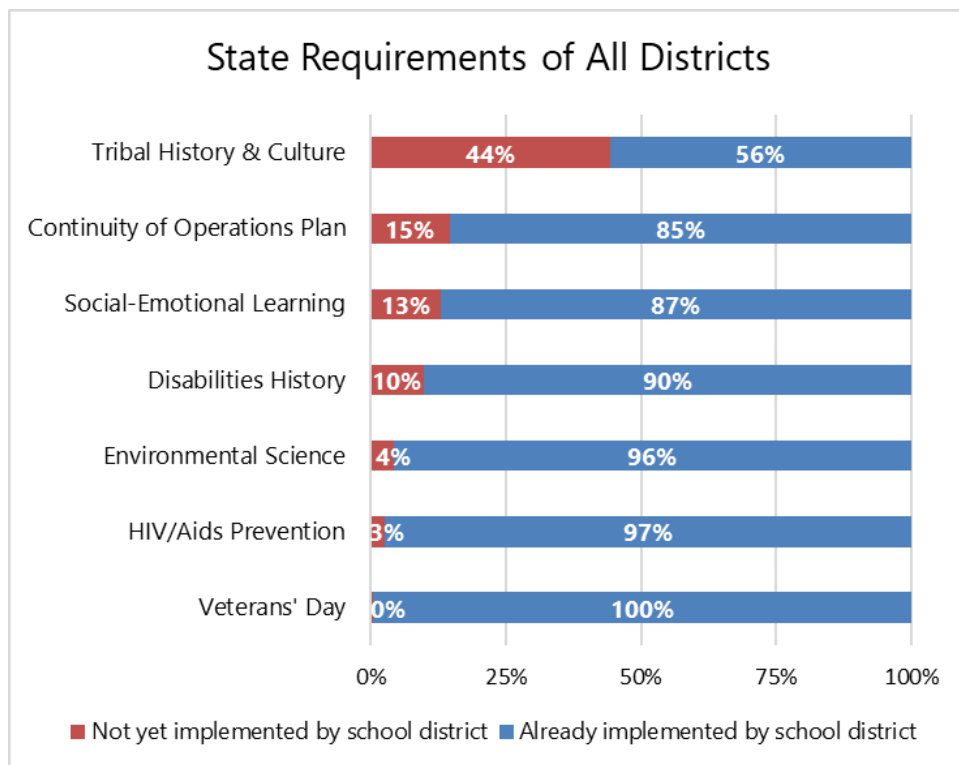
Most districts (90 percent) had students complete HSBP activities in their home room or advisory class. While some (28 percent) provided academic credit for the class, most (62 percent) did not.



## Required Offerings and Activities (K-12)

The Legislature requires districts to make several offerings and activities available to students every year. The requirements that apply to all districts are to:

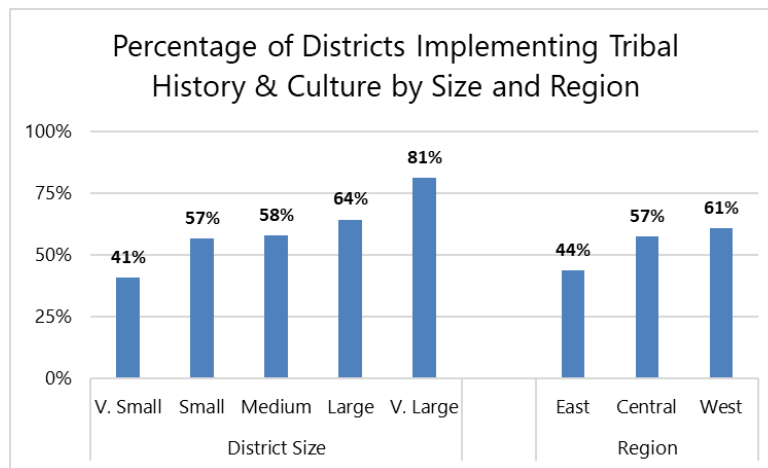
- Adopt a Tribal History and Culture curriculum, also called “Since Time Immemorial” ([RCW 28A.320.170](#)),
- Adopt a Continuity of Operations Plan to transition to modalities other than in-person learning in the event of an emergency ([WAC 180-16-212](#)),
- Provide instruction in social-emotional learning standards ([RCW 28A.300.478](#)),
- Promote educational activities for Disabilities History Month in October ([RCW 28A.230.158](#)),
- Provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner with an emphasis on solving the problems of human adaptation to the environment ([RCW 28A.230.020](#) and [WAC 392-410-115](#)),
- Adopt an AIDS prevention education program ([RCW 28A.230.070](#)),
- Present educational activities suitable to the observance of Veterans' Day ([RCW 28A.230.160](#)).



Among these seven requirements, four had implementation rates at or below 90 percent:

- Tribal History and Culture (44 percent yet to implement)
- Continuity of Operations Plan (15 percent)
- Social and Emotional Learning Policy (13 percent), and
- Disabilities History (10 percent)





Implementation of Tribal History and Culture is required to occur at the time of a district's social studies curriculum review and adoption. The OSPI Office of Native Education has developed a Tribal History and Culture curriculum. Still, almost half of the districts in the state (44 percent) have not yet met this requirement. Smaller districts and those in the central and eastern part of the state were less likely to have implemented the curriculum than larger and west-side districts. There were no differences by district size or geography on any of the other questions.

## Section 2: Requirements Specific to Districts with High Schools

Of the 295 districts in the state, 250 (85 percent) award high school diplomas. This section provides information on compliance with educational requirements for this subset of districts. These include:

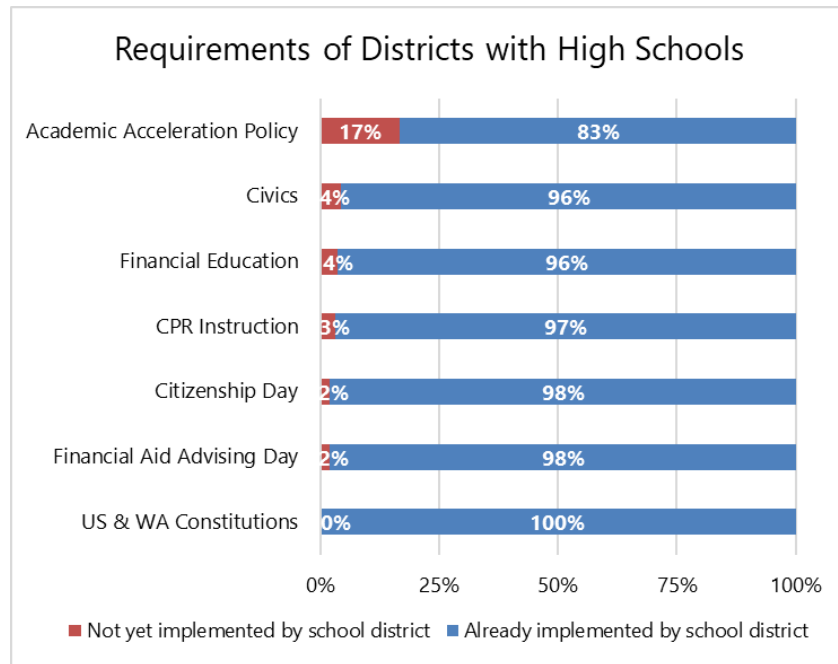
- Required Offerings and Activities for High Schools
- Graduation Pathways
- Local Graduation Requirements

### Required Offerings and Activities for High Schools

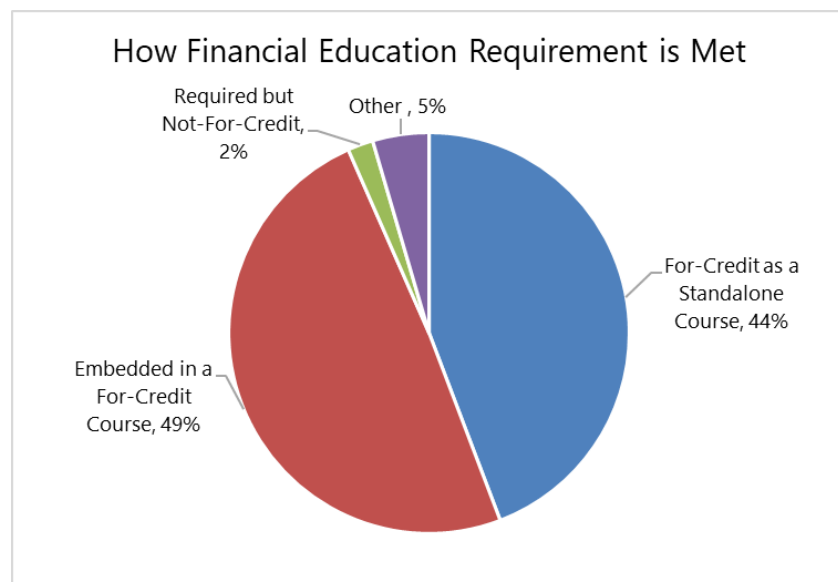
The Legislature requires districts to make several offerings and activities available to high school students each year. The requirements that apply to these districts are to:

- Adopt an academic acceleration policy for high school students (new for 2021-2022) ([RCW 28A.320.195](#)),
- Provide a mandatory one-half credit stand-alone course in civics for each high school student ([RCW 28A.230.094](#)),
- Provide the opportunity to all students in grades 9 through 12 to access financial education ([RCW 28A.300.468](#)),
- Provide instruction in cardiopulmonary resuscitation (CPR) ([RCW 28A.230.179](#))
- Observe "Temperance and Good Citizenship Day" and coordinate voter registration in social studies for all high school seniors and 18 year old students ([RCW 28A.230.150](#)),

- Provide a financial aid advising day and senior-year notifications of financial aid information to students and guardians ([RCW 28A.300.815](#) and [RCW 28A.230.310](#)),
- Implement the study of the U.S. and Washington Constitutions as a prerequisite to graduation ([RCW 28A.230.170](#)).



Among the state requirements, only the new academic acceleration policy requirement had an implementation rate below 90 percent.

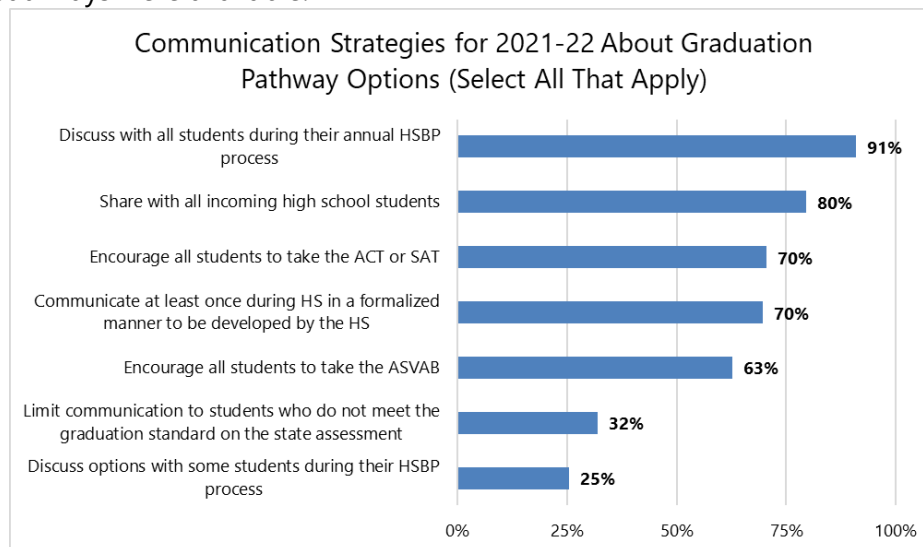


Districts had a follow-up question about how their financial education curriculum is delivered. Almost all districts offer financial education for credit, with 44 percent offering it as a standalone course and 49 percent embedding the curriculum in an existing for-credit course.

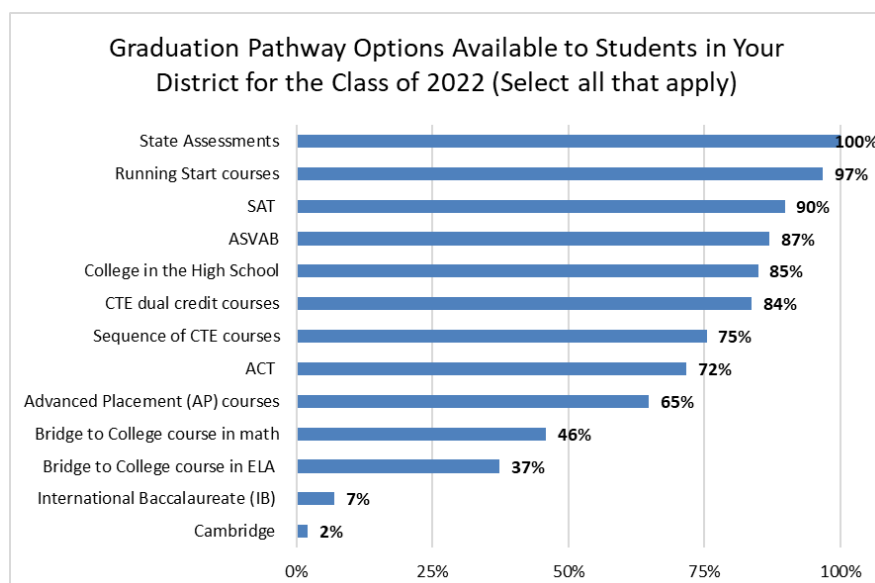
## Graduation Pathways

Starting with the graduating class of 2020, students have multiple ways to meet the academic graduation requirement beyond simply passing the Smarter Balanced Assessment (SBA). Districts are encouraged to make as many pathways available to students as possible.

Most districts (85 percent) reported that they had developed and implemented a district-wide plan or communication protocol to inform students of the graduation pathway options. This section explores how districts informed students about the graduation pathways requirement and which pathways were available.



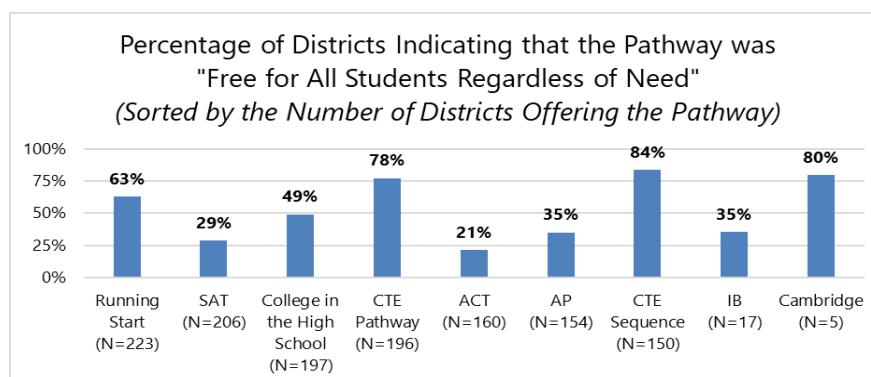
Districts were asked to identify the strategies they planned to use most often in the 2021-22 school year to communicate with students about their graduation pathway options. Districts were allowed to select multiple strategies. The most common strategy was to embed graduation pathway options into the annual HSBP process for all students (91 percent). Many identified a particular focus on incoming ninth grade students (80 percent).



The most common pathway options available to students were the Smarter Balanced Assessment, which is offered to all students in 10<sup>th</sup> grade (available at 100 percent of districts), Running Start (97 percent) and the SAT (90 percent). The Armed Services Vocational Aptitude Battery (ASVAB) (87 percent), College in the High School (85 percent), Career and Technical Education (CTE) dual credit courses (84 percent), approved CTE course sequences (75 percent), the ACT (72 percent) and Advanced Placement (65 percent) were also available at more than half of the districts in the state. Less common were Bridge-to-College courses in Math (46 percent) and English (37 percent), International Baccalaureate (IB) (7 percent) and Cambridge Assessment International courses (2 percent). (Additional detail is available on the [SBE website](#).)

	Percent Offering by District Size (Enrollment)				
	V. Small (0-499)	Small (500-999)	Medium (1,000- 2,999)	Large (3,000- 9,999)	V. Large (10,000+)
State Assessments	100%	100%	100%	100%	100%
Running Start	85%	95%	100%	100%	100%
SAT	90%	85%	88%	91%	97%
ASVAB	87%	75%	89%	93%	87%
College in the HS	68%	93%	84%	88%	100%
CTE Dual Credit	57%	78%	91%	100%	97%
CTE Sequence	47%	68%	80%	98%	90%
ACT	58%	65%	71%	84%	84%
AP	22%	45%	68%	100%	100%
Bridge Course Math	33%	30%	36%	63%	77%
Bridge Course ELA	23%	20%	34%	53%	65%
IB	0%	0%	2%	2%	48%
Cambridge	2%	0%	0%	0%	13%
<b>Total (N)</b>	<b>60</b>	<b>40</b>	<b>56</b>	<b>57</b>	<b>31</b>

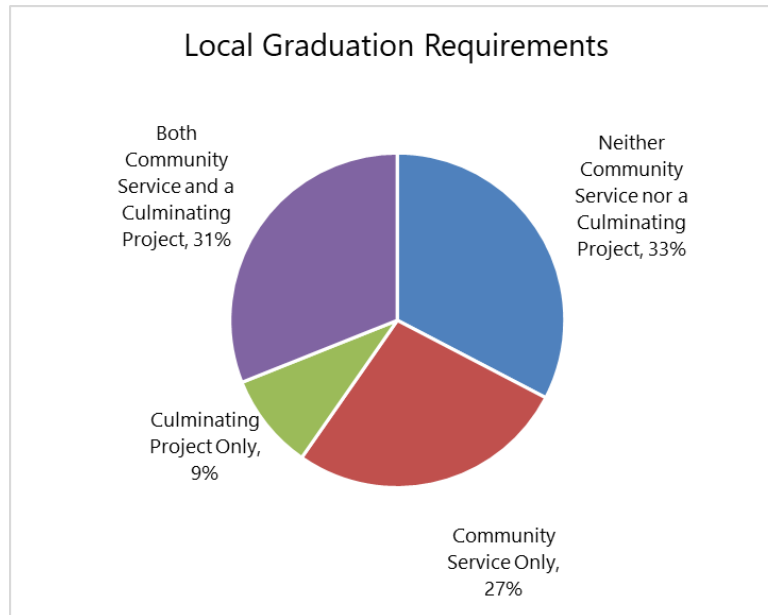
The size of the district had a significant impact on the number of pathway alternatives available to students. When grouped by district size, the number of opportunities was much more limited for Washington's smallest districts.



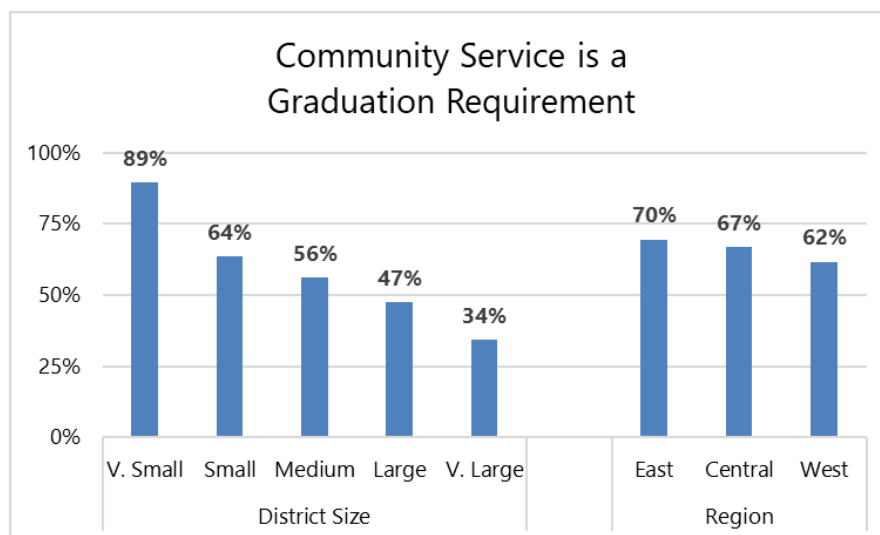
For many pathways, districts were asked whether the pathway was free to all students, some students, or whether students were responsible for all fees. The chart above shows the percentage of districts offering the pathway who reported that the pathway was free for all students.

## Local Graduation Requirements

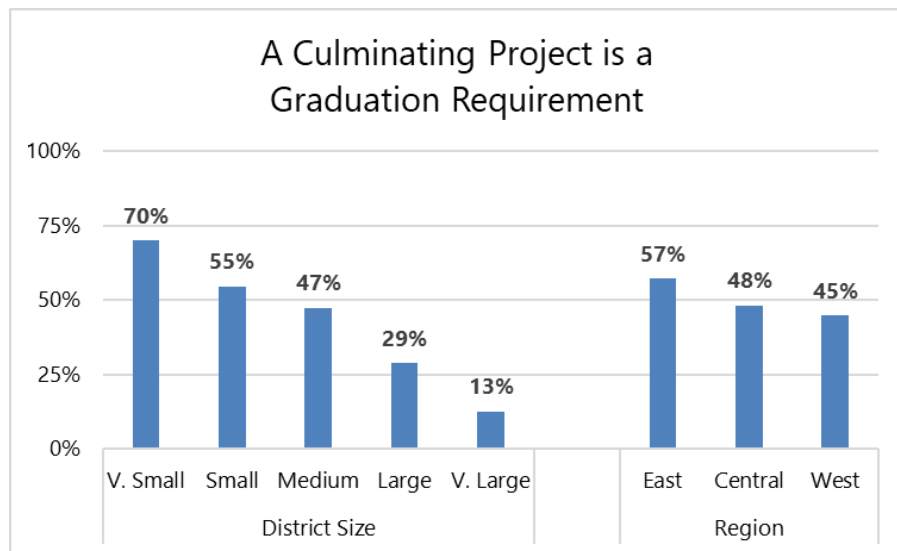
In addition to graduation pathways, districts may set local diploma requirements. In the 2021-22 survey, districts were asked about the two most common local requirements: community service and culminating projects.



Among the districts issuing high school diplomas, one-third (33 percent) did not require either community service or a culminating project to graduate. Just over one-quarter of districts (27 percent) required only community service, 9 percent required a culminating project, but not community service, and 31 percent required both.



More than half of districts (58 percent) required community service. The requirement was much more common among smaller school districts than larger ones. Almost 90 percent of Washington's smallest districts required community service compared to one-third of the state's largest districts.



Less than half of districts (40 percent) required a culminating project. Like community service, the requirement was much more common in smaller districts (70 percent of the smallest districts have this requirement) than the largest ones (13 percent).

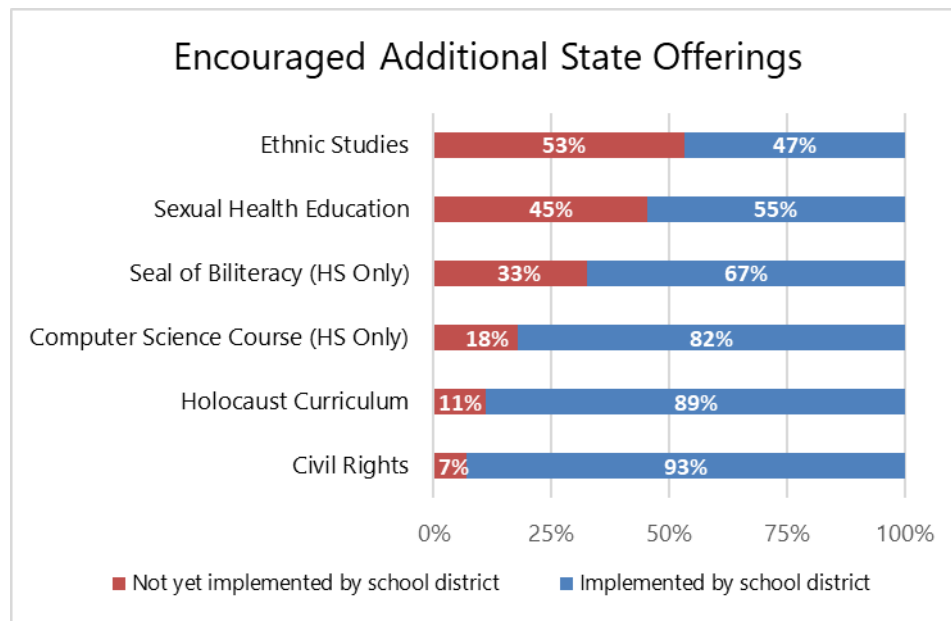
### Section 3: Encouraged Offerings and Innovative Practices

While not required, the Legislature encourages some offerings and activities. Districts also engage in promising practices of interest to SBE.

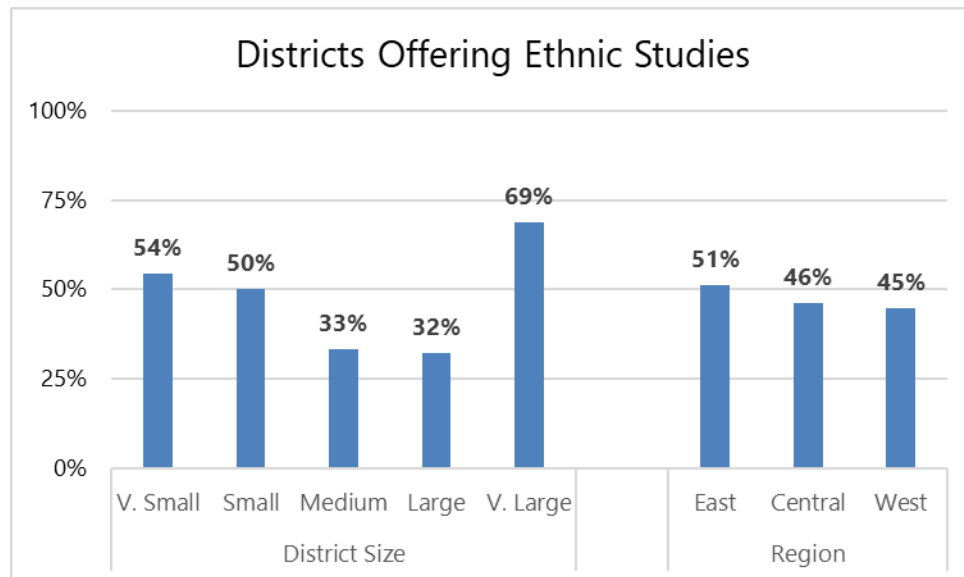
#### Encouraged Offerings and Activities

In addition to the requirements discussed above, the Minimum Basic Education Requirements Collection also gathered information on offerings and activities that are encouraged through legislation or that will become requirements within a few years. The collection includes the following:

- Offer ethnic studies as a course in grades 7 to 12 and incorporate ethnic studies materials and resources in grades K-6 ([RCW 28A.300.112](#)),
- Implement comprehensive sexual health education for each student ([RCW 28A.300.475](#)). *This becomes a requirement in the 2022-2023 school year,*
- Award the Seal of Biliteracy to graduates who meet the criteria ([RCW 28A.300.575](#)),
- Provide access to an elective computer science course to all high school students ([RCW 28A.230.300](#)). *This becomes a requirement in the 2022-2023 school year,*
- Include Holocaust education and genocide and crimes against humanity in the curriculum ([RCW 28A.300.115](#)), and
- Commemorate the history of civil rights at least once a year ([RCW 28A.230.178](#)).

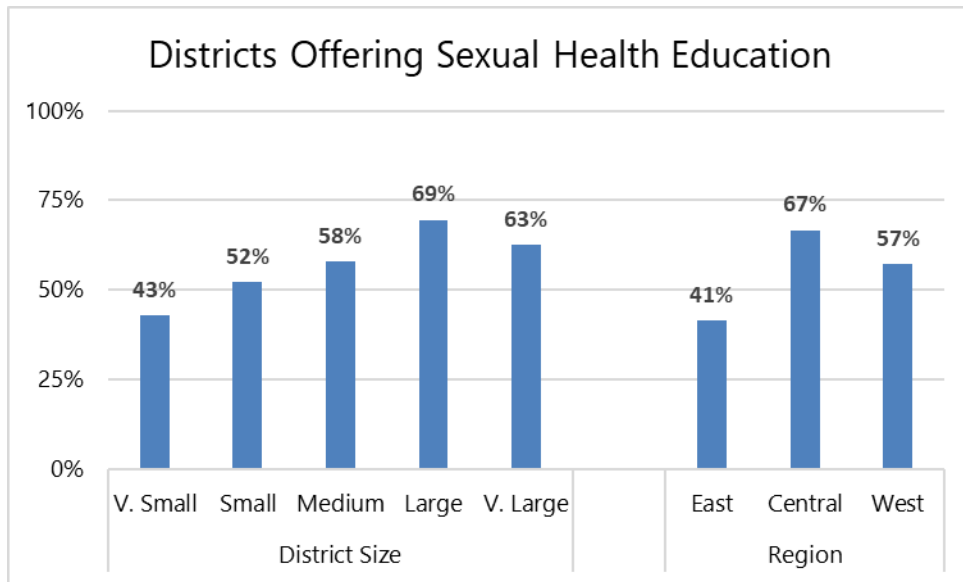


As encouraged offerings, there were a larger number of districts who had not yet implemented these offerings and activities. Less than one-half (47 percent) of districts statewide had implemented the ethnic studies course or curriculum, just over one-half (55 percent) had fully implemented sexual health education, and only two-thirds of districts with high schools had implemented the Seal of Biliteracy.



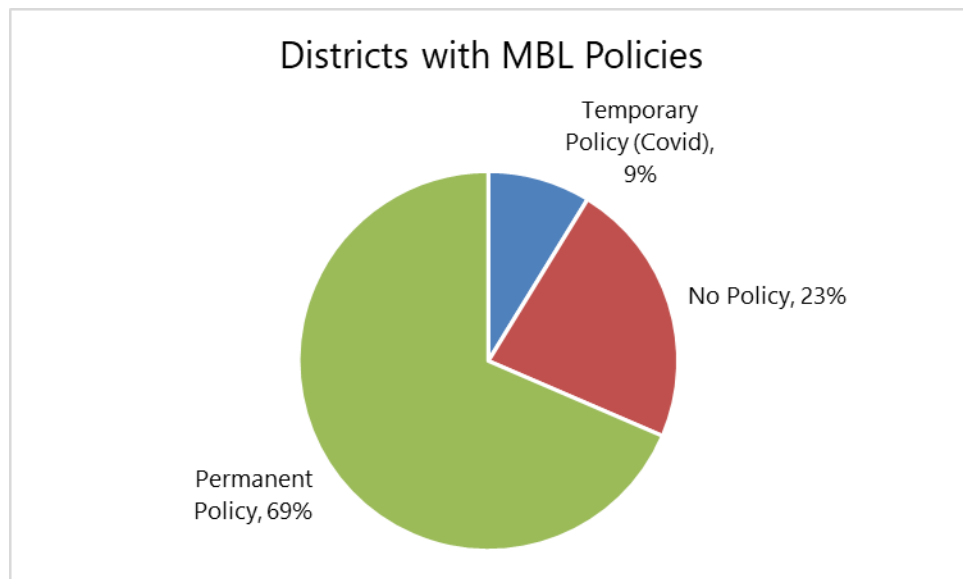
Ethnic studies is encouraged by the Legislature and SBE. What is encouraged under this policy differs by grade band. Offering an Ethnic Studies course is encouraged in grades 7-12. For grades K-6, the policy encourages districts to supply materials and resources to educators and students. While half (47 percent) of the state has implemented both parts, many districts have yet to fully implement the encouraged ethnic studies offerings. For 2022-23, the report asks separately about each of these parts.



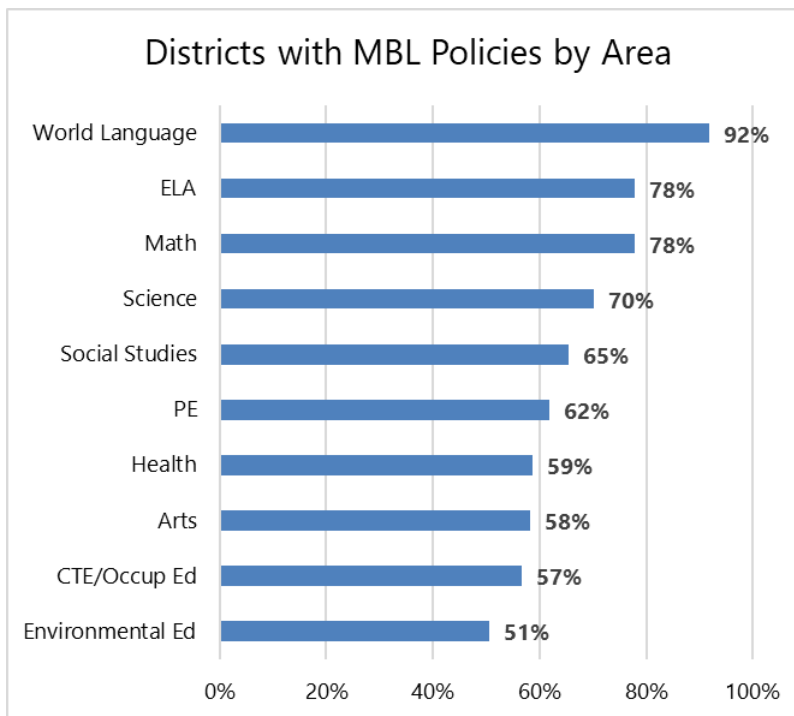


Comprehensive sexual health is being phased in, with full implementation scheduled for the 2022-23 school year. Data collection for the 2022-2023 school year asks questions about specific grade-band requirements. Response patterns for 2021-2022 suggest that small districts, particularly those in the eastern part of Washington may need additional support.

### **Mastery-based Learning (MBL)**



SBE is interested in developing policy on innovative practices such as Mastery-based Learning (MBL). Districts were asked whether they have mastery- or competency-based crediting policies and whether those policies are permanent (69 percent) or if they were implemented to provide temporary flexibility during the COVID-19 pandemic response (9 percent). Among the 194 districts with a permanent MBL crediting policy, 10 percent offered a MBL diploma.

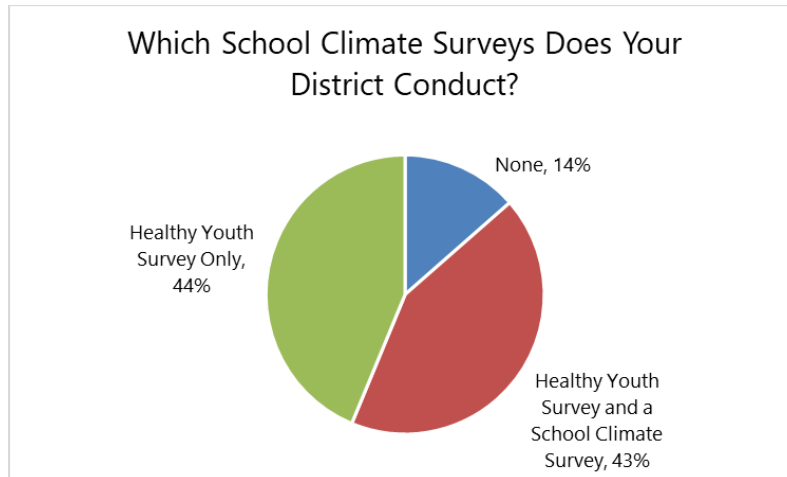


The number of districts offering mastery-based credit has grown steadily. Almost half (44 percent) of districts with an MBL policy allowed it across all subject areas. The most common subject areas were world language (92 percent), English Language Arts (78 percent), math (78 percent), science (70 percent), and social studies (65 percent).

Mastery-based crediting (MBC) is an approach used in schools to award credit to individual students based on their prior knowledge or other demonstration of mastery of learning standards. For instance, districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course.

MBL diplomas have different characteristics than credit-based diplomas. The defining feature of a MBL diploma is that it is designed around the individual student's interests through their engagement in personally relevant, contextualized learning experiences, such as project- or work-based learning, interdisciplinary coursework, and extra-curricular activities. As such, MBL has implications for the school building, including changes in instructional practice, assessment, scheduling, and grading policies.

## The Healthy Youth Survey and Climate Surveys



In addition to MBL, there is growing interest in increasing student voice about their education. In Washington, two common ways to collect student input is through the Healthy Youth Survey (HYS) and through school climate surveys. Most districts (86 percent) reported conducting the HYS and one-half of this group also conducted a school climate survey. Among districts that conducted a school climate survey, the most common survey instruments are those developed by the Center for Educational Effectiveness (36 percent), and Panorama (29 percent).

## Appendix A

### Minimum Basic Education Requirement Compliance and District Survey, 2021-2022 School Year

1) Name and contact information of you or the person we should contact if we have questions about survey responses:

First Name:

Last Name:

Email:

2) Name of your school district

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#### Instructional Hours, Days, and School Schedules

3) Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.220](#), [RCW 28A.150.205](#), [RCW 28A.150.315](#)) Will the school district make available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.

☐ Yes

☐ No

4) Briefly explain why you will not offer 1000 hours of instruction for kindergarten.

5) How will your school district meet the minimum instructional hour offering?

☐ Approach A

☐ Approach B

☐ Other Approach

6) How many instructional hours for grades 1 through 8 will your school district offer through Approach A?

7) How many instructional hours for grades 9 through 12 will your school district offer through Approach A?

8) How many instructional hours will your school district offer through Approach B?

9) How many instructional hours will your school district offer through the Other Approach?

10) Briefly explain the Other Approach your school district used to make the minimum instructional hour calculation.

11) Minimum 180-Day School Year ([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education or Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with RCW 28A.150.220 provided the district meets the conditions of the waiver. Will your school district make accessible to all legally eligible students 180 days of instruction?

☐ Yes

☐ No

12) Waivers from School Day Requirement

Has the district obtained a waiver from the 180-day school year from the State Board of Education or Office of Superintendent of Public Instruction?

☐ Yes

☐ No

13) What type(s) of waiver from the 180-day requirement did the district receive? Please select each type of waiver that applies to your school district.

☐ 180-day waiver for improvement of student learning (i.e., professional development, parent-teacher conferencing beyond five days, transition days, alternative calendar, et cetera)

☐ Economy and Efficiency Waiver (i.e., four-day school week for districts under 500 students)

☐ Parent-teacher conferencing waiver

☐ Waiver due to emergency closure

14) How many days will be waived as allowed under your 180-day waiver for the improvement of student learning?

15) How many days will be waived as allowed under your Economy and Efficiency Waiver?

16) How many days will be waived as allowed under your Parent-Teacher Conferencing Waiver?

17) How many days will be waived as allowed under your Emergency Closure Waiver?

18) How many school days will the district offer after the use of any and all waivers from the 180-day requirement?

19) Bell Schedule

What is the predominant bell schedule in a typical school year for the high schools in the school district?

☐ Six-Period Day

☐ Seven-Period Day

☐ Eight-Period Day

☐ A/B Block

☐ 4x4 Block

☐ 5 Period, Trimester

☐ Other

20) Briefly describe the "Other" bell schedule that is the predominant schedule used by the high schools in the school district.

21) Has the district adopted a Continuity of Operations Plan under WAC 180-16-212, published under WSR 21-16-044, to transition to modalities other than in-person in the event of an emergency? For more information on the Washington State Register filing click [here](#).

☐ Yes

☐ No

22) Provide a brief explanation as to why the school district has not adopted a Continuity of Operations Plan

23) Will your school district administer a school climate survey to students?

☐ Yes, only the Healthy Youth Survey

☐ Yes, the Healthy Youth Survey and at least one other school climate survey

☐ No, the district does not administer any school climate surveys

24) If you have an outside vendor to support the collection and analysis of your school climate survey data, who is that vendor?

☐ NA-School Climate Survey is not Administered

☐ Center for Educational Effectiveness (CEE)

☐ Panorama

☐ Other

25) Who is the "Other" vendor" (other than CEE or Panorama) supporting the school district's school climate survey?

26) Does your school district award high school diplomas?

☐ Yes

☐ No

27) What is the lowest grade level that the district serves?

☐ Transitional Kindergarten

☐ Kindergarten

☐ First

☐ Second

☐ Third

☐ Fourth

☐ Fifth

☐ Sixth

☐ Seventh

☐ Eighth

☐ Ninth

☐ Tenth

☐ Eleventh

☐ Twelfth

28) What is the highest grade level that the district serves?

☐ Transitional Kindergarten

☐ Kindergarten

☐ First

☐ Second

☐ Third

☐ Fourth

☐ Fifth

☐ Sixth

☐ Seventh

☐ Eighth

☐ Ninth

☐ Tenth

☐ Eleventh

☐ Twelfth

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**Graduation Requirements: Subject Areas and Credits, Graduation Pathway Options, the High School and Beyond Plan, and Local Graduation Requirements**

29) For the Class of 2022, does the school district require at least the state minimum core subject area requirements (WAC 180-51-210)?

- 4 credits of English
- 3 credits of math (including the courses specified in WAC 180-51-210)
- 3 credits of social studies (including the courses specified in WAC 180-51-210)
- 3 credits of science (including at least 2 credits of lab science)
- 0.5 credits of health
- 1.5 credits of physical education
- 1 credit of arts
- 1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)

☐ Yes

☐ No

☐ NA. District does not serve HS grades

30) Provide a brief explanation as to why the school district does not require at least the state minimum core subject area requirements (WAC 180-51-210)?

31) Does the school district offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)? Including at minimum:

- 2 credits of world languages (which may include American Sign Language)
- 1 arts credit (in addition to 1 core credit in arts)

☐ Yes

☐ No

☐ NA. District does not serve HS grades

32) Briefly explain why the district does not offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)

33) For the Class of 2022, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

☐ Yes

☐ No

☐ NA. District does not serve HS grades

34) Briefly explain why the school district does not require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC and what elements have yet to be implemented.



35) To which electronic or online HSBP platform is your district providing students access? (WAC 180-51-220)

- |   |  |
|---|--|
| <input type="checkbox"/> Cirkled In   | <input type="checkbox"/> Google Forms  |
| <input type="checkbox"/> Kuder  | <input type="checkbox"/> Maia Learning |
| <input type="checkbox"/> Major Clarity  | <input type="checkbox"/> Naviance      |
| <input type="checkbox"/> School Data Solutions/WOIS                                 | <input type="checkbox"/> School Links  |
| <input type="checkbox"/> WSIPC (Was My Data Solutions) /My Data Solutions (Skyward) |  |
| <input type="checkbox"/> Xello (Used to be Career Cruising)                         | <input type="checkbox"/> You Science   |
| <input type="checkbox"/> Other  | <input type="checkbox"/> Not Available |

36) What is the "Other" HSBP platform your school district is making available for students?

37) Electronic High School and Beyond Plans were required starting SY 2020-2021. Please enter the school year (e.g., 2021-22) when this requirement will be implemented.

38) What grade level does the district start each student's High School and Beyond Plan?

- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Other

39) You indicated the school district does not start the High School and Beyond Plan process in the 6th, 7th, or 8th grades. In which grade do the school district start the High School and Beyond Plan process for students?

40) How does the district offer the High School and Beyond Plan (HSBP)?

- ☐ For one-time credit as a standalone HSBP or career exploration course completed in one term or year
- ☐ For one-time credit with HSBP components embedded in another course
- ☐ For partial credit each year through Advisory, Homeroom or a series of HSBP activities completed annually
- ☐ Not for credit, with HSBP activities completed annually via Advisory, Homeroom, class visits, student/parent/teacher conference, et cetera
- ☐ Not for credit, with HSBP activities completed mainly outside of school hours
- ☐ Other

41) Describe the "Other" High School and Beyond Plan delivery method or offering your school district provides?

42) Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2021-22 school year to inform students of the graduation pathway options?

- ☐ No
- ☐ Yes

43) In communicating with students about their graduation pathway options, please mark the check boxes of the strategies that will be most commonly used in the 2021-22 school year.

- ☐ Graduation pathway information will be shared primarily with students who do not meet the graduation standard on the state assessment
- ☐ Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process
- ☐ Graduation pathway information will be discussed with some student during their High School and Beyond Planning process
- ☐ Students will have information about pathways shared with them at least once during high school in a formalized manner to be developed by the high school counselors or administration
- ☐ Graduation pathway information will be shared with all incoming high school students
- ☐ We will encourage all students to take the ASVAB, to help ensure students meet at least one pathway
- ☐ We will encourage all students to take a college placement test (ACT or SAT), to help ensure students meet a pathway
- ☐ Other - Write In
- ☐ NA. District does not serve HS grades

44) Which of the following graduation pathway options are available to students in your district for the Class of 2022? Please select all that apply,

- ☐ State Assessments in ELA and Math
- ☐ College in the High School in a course(s) that qualifies as a graduation pathway option
- ☐ Running Start courses in ELA or Math
- ☐ Career and Technical Education dual credit course(s) that qualify as graduation pathway options
- ☐ Advanced Placement (AP) course(s) that qualify as graduation pathway options
- ☐ International Baccalaureate (IB)
- ☐ Cambridge
- ☐ SAT
- ☐ ACT
- ☐ Bridge to College/Transition course in math
- ☐ Bridge to College/Transition course in ELA
- ☐ Armed Services Vocational Aptitude Battery (ASVAB)
- ☐ Sequence of Career and Technical Education Courses that qualify as graduation pathway options
- ☐ NA. District does not serve HS grades

45) College in the High School: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply)

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

46) Running Start: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply)

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

47) Career and Technical Education-Dual Credit Courses: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply)

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

48) How many CTE course sequence graduation pathway options are available in your district?

49) What are the reasons your school district is unable to offer a CTE sequence that is a graduation pathway option?

50) Advanced Placement (AP): Indicate all that apply to how the AP test that meets the graduation pathway option is offered in your district.

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

51) International Baccalaureate (IB): Indicate all that apply to how the IB test graduation pathway option is offered in your district.

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

52) Cambridge: Indicate all that apply to how the Cambridge test graduation pathway option is offered in your district.

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Pathway can be met at all High Schools in the District

53) SAT: Do any of the following apply to how this graduation pathway option is offered in your district?

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Administration during the school day
- ☐ Available at each high school

54) ACT: Do any of the following apply to how this graduation pathway option is offered in your district?

- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ Administration during the school day
- ☐ Available at each high school

55) Armed Services Vocational Aptitude Battery: Do any of the following apply to how this graduation pathway option is offered in your district?

- ☐ Administration During the School Day
- ☐ Saturday Administration
- ☐ At Least One Test Administration at Each High Schools in the District

56) Sequence of Career and Technical Education Courses (WAC 180-51-230((5)(h))): Do any of the following apply to how this graduation pathway option is offered in your district?

- ☐ Free transportation provided if needed
- ☐ Free for some students based on need
- ☐ Free for all students regardless of need
- ☐ All fees paid by student/family/guardian/caregiver
- ☐ CTE Sequences are Available at all High Schools in the District

57) Local graduation requirement: Does the district require community service?

- ☐ For-Credit as a Standalone Course
- ☐ Embedded in a For-Credit Course
- ☐ Required but Not-For-Credit
- ☐ Not Required
- ☐ NA. District does not serve HS grades
- ☐ Other

58) What is the "Other" way that community service factors into the school district local graduation requirements?

59) Local graduation requirement: Does the district require a culminating project?

- ☐ For-Credit as a Standalone Course
- ☐ Embedded in a For-Credit Course
- ☐ Required but Not-For-Credit
- ☐ Not Required
- ☐ NA. District does not serve HS grades
- ☐ Other

60) What is the "Other" way that the culminating project factors into the school district local graduation requirements?

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**State-mandated and State-recommended Educational Offerings and Activities  
(All Districts)**

61) Has the school district adopted a Tribal History and Culture curriculum (i.e., Since Time Immemorial) under the requirements of RCW 28A.320.170?

- ☐ Yes
- ☐ Not yet, district will implement as required
- ☐ No, requirement has not been implemented, please explain

62) Has the school district implemented comprehensive sexual health for each student under the requirements of RCW 28A.300.475? This will be required no later than the 2022-2023 school year.

- ☐ Yes
- ☐ Not yet, district will implement as required
- ☐ No, requirement has not been implemented, please explain

63) Under RCW 28A.230.020 and WAC 392-410-115, does the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment?

- ☐ Yes
- ☐ No, requirement has not been implemented, please explain

64) "During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans' Day." (RCW 28A.230.160) Does the district provide educational activities in observance of Veterans' Day each year?

- ☐ Yes
- ☐ No, requirement has not been implemented. Please explain

65) Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities." (RCW 28A.230.158). Does the district conduct or promote educational activities for Disabilities History Month?

- ☐ Yes
- ☐ No, requirement has not been implemented. Please explain.

66) Each district board of directors shall adopt an AIDS prevention education program. (RCW 28A.230.070). Does the district have an AIDS prevention education program?

- ☐ Yes
- ☐ No, requirement has not been implemented. Please explain.

67) The office of the superintendent of public instruction adopted social-emotional learning standards and benchmarks on January 1, 2020. (RCW 28A.300.478). Has the district implemented social-emotional learning-specific policies or procedures?

☐ Yes

☐ No

68) Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust; may include other examples of genocide and crimes against humanity. (RCW 28A.300.115). Does the district provide Holocaust education?

☐ Yes

☐ No

☐ NA--district is elementary only

69) Districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178). Does the district commemorate the history of civil rights at least once a year?

☐ Yes

☐ No

70) Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies; public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. (RCW 28A.300.112) Has the district incorporated ethnic studies materials and resources in grades K-6 and/or offered a course or courses in ethnic studies in grades 7 to 12?

☐ Yes

☐ No

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**State-mandated and State-recommended Educational Offerings and Activities (Districts with High Schools)**

71) Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under RCW 28A.300.468?

☐ Yes

☐ No, requirement has not been implemented, please explain

72) How do you meet the financial education requirement?

☐ For-Credit as a Standalone Course

☐ Embedded in a For-Credit Course

☐ Required but Not-For-Credit

☐ Other - Write In (Required)

73) Beginning with the 2020-21 school year, all school districts with a high school must provide a financial aid advising day. Districts must provide both a financial aid advising day and notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade. (RCW 28A.300.815, RCW 28A.230.310)

Does the district provide a financial aid advising day?

☐ Yes

☐ No, requirement has not been implemented, please explain

74) Does the school district provide an opportunity to access an elective computer science course that is available to all high school students under RCW 28A.230.300? This will be required no later than the 2022-2023 school year.

☐ Yes

☐ No, please explain

☐ Not yet, district will implement as required

75) Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student under RCW 28A.230.094? Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit, offering students the opportunity to earn both high school and postsecondary credit.

☐ Yes

☐ Not yet, district will implement as required

☐ No, requirement will not be implemented, please explain

76) The study of the U.S. and Washington Constitutions is a prerequisite to graduation (RCW 28A.230.170). Does the district provide for the study of the US and Washington constitutions to all graduating students?

☐ Yes

☐ No, requirement has not been implemented, please explain



77) Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students as provided in this section. Beginning with the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation. (RCW 28A.230.179) Does the district offers instruction in CPR in at least one health class required for graduation?

☐ Yes

☐ No, requirement has not been implemented, please explain

78) On January 16th of each year or the preceding Friday when January 16th falls on a non-school day, there shall be observed within each public school "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. (RCW 28A.230.150). Does the school provide the opportunity for voter registration for all students who will be 18 by the next general election?

☐ Yes

☐ No, requirement has not been implemented, please explain

79) By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. (RCW 28A.320.195) Does the district have an academic acceleration policy for high school students?

☐ Yes

☐ No, please explain

80) School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction. (RCW 28A.300.575). Does the district award the seal of biliteracy to qualifying graduating high school students?

☐ Yes

☐ No

☐ NA. District does not award high school diplomas

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**Mastery-based Learning**

81) Does your district have a written policy to award mastery/competency-based credit?

- ☐ Yes (Permanent Policy)
- ☐ Yes (Temporary Policy Responsive to COVID-19 Situation)
- ☐ No Policy

82) In which subject areas? Please check all that apply.

- ☐ Competency/Mastery-based Diploma
- ☐ All Subjects
- ☐ World Language
- ☐ Physical Education
- ☐ Math
- ☐ Science
- ☐ English Language Arts
- ☐ Integrated Environmental and Sustainability Education
- ☐ Social Studies
- ☐ The Arts
- ☐ CTE/Occupational Education
- ☐ Health
- ☐ Other - Write In

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**2020-2021 Emergency Waiver Administration and Data**

83) Did the school district apply for and receive approval to waive certain graduation requirements for students graduating in the 2020-2021 school year?

- ☐ Yes
- ☐ No

84) Did the school district grant any students an emergency waiver from high school graduation requirements or receive any requests from students for this waiver?

- ☐ Yes
- ☐ No

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**2020-2021 Emergency Waiver Administration and Data Details**

85) Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in Chapter 180-111 WAC?

- ☐ Yes
- ☐ No

86) Please describe the actions the school district took to ensure equity in administration of the emergency waiver.

87) To what degree did the district provide individual student advising on the following topics to students being considered for the emergency waiver?

	Not Provided	Provided for Some	Provided for Most	Provided for All
What supports the individual student needs to be successful	( )	( )	( )	( )
How the individual student might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment	( )	( )	( )	( )
Whether the emergency waiver is appropriate for the individual student	( )	( )	( )	( )

88) If the school district provided other advising for individual students regarding strategies for meeting graduation requirements, please describe below.

89) To what degree did the district use the following options to support individual students in meeting credit and course-based graduation pathway requirements?

	Not Used	Used for Some	Used for Most	Used for All
Provision of additional academic supports to aid student completion	( )	( )	( )	( )
Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript	( )	( )	( )	( )
Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school	( )	( )	( )	( )

90) If the school district provided other academic supports for meeting graduation requirements or awarded credits in another manner, please describe below.

91) To what degree did the district use the following options to support individual students in meeting an exam-based graduation pathway requirement?

	Not Used	Used for Some	Used for Most	Used for All
Efforts to ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options	( )	( )	( )	( )
Efforts to ensure students can access, online or by other alternative access options, the applicable assessment	( )	( )	( )	( )
Reduced or eliminated any cost to students in using these options	( )	( )	( )	( )

92) If the school district provided other supports for meeting the exam-based graduation pathway requirement, please describe below.

93) Did the school district receive any requests from students for an emergency waiver from graduation requirements?

( ) Yes

( ) No

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**Student-Initiated Graduation Requirement Emergency Waivers**

94) From which graduation requirement(s) did students request an emergency waiver? Please check all that apply.

☐ Waiver of flexible credit(s), including electives and/or personalized pathway credits

☐ Waiver of core credit(s)

☐ Waiver of the graduation pathway requirement

95) How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
All Students		

96) How many students requested a waiver of credit(s)? And how many of those requests did the school district deny? Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Native American or Alaskan Native		
Asian		
Black/African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

97) How many students requested a waiver of credit(s)? And how many of those requests did the school district deny? Please provide the breakdown by program participation in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		

98) How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
All Students		

99) How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny? Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Native American or Alaskan Native		
Asian		
Black/African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

100) How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		



101) Did the school district receive any appeals from students whose GREW waiver requests were not granted?

( ) Yes --> How many?

( ) No

102) *How many appeals did the district receive?* Please provide the breakdown by race/ethnicity in the table below.

	Number of appeals received
Native American or Alaskan Native	
Asian	
Black/African American	
Hispanic or Latinx	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Unknown race/ethnicity	

103) *How many appeals did the district receive?* Please provide the breakdown by program participation in the table below.

	Number of appeals received
Students qualifying for free or reduced-price lunch	
Students receiving transitional bilingual education services	
Students from migrant families	
Students receiving special education services	
Students with Section 504 plans	

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**Review of Responses**

104) Optional: Provide a few brief comments about this new reporting platform.

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**Basic Education Compliance Reporting Process Completed**

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