

2024-25- Minimum Basic Education Requirement Collection

1. Minimum Basic Education Requirement Compliance and District Survey

Instructions and Important Information to Know Before You Begin

The State Board of Education, which is responsible for ensuring school district compliance with the requirements of the Program of Basic Education ([RCW 28A.150.220\(7\)](#), [WAC 180-16-195](#), and [WAC 180-16-200](#)), annually conducts a data collection that allows school districts to confirm compliance. Local educational agencies (LEAs) are also requested to complete this data collection. We use school district and LEA interchangeably, so even though the prompt refers to school districts, the prompt is intended to include school districts and LEAs (charter schools and tribal compacts).

Most of the prompts reflect actions and offerings for the upcoming 2024-25 school year. To implement the process of basic education certification, the SBE created the 2024-25 Basic Education Compliance Matrix (shown [here](#)), which lists required educational offerings. Basic education compliance is established through district attestation that they are providing each of the required offerings.

For the 2024-25 school year, the survey application has been updated to continue addressing the need to collect information from districts to help improve the state's K-12 educational system. It is no longer possible to complete FP 600 in iGrants as in previous years. Your responses to this survey, and responses to possible follow-up questions from SBE staff, will complete the reporting requirement for the 2024-25 school year.

The purpose of these questions is twofold. First, to help inform districts of requirements and recommendations in current law, and second, to gather information that helps the Board to promote a system that best meets the goals of basic education for all students.

School districts will only be presented with questions appropriate to their grade levels served. Please, be careful on the first and the second pages of the survey answering the questions about the name of the school district and grades your district serves. For your convenience, several questions have been provided to ensure that the application correctly displays the name of the school district that the applicant represents.

The survey includes questions about the following topics:

Grade levels served.

Days of instruction, and any related waivers.

Average instructional hours.

Graduation requirements: the High School and Beyond Plan, course offerings, and graduation pathways.

State-mandated and state-recommended educational offerings and activities.

Mastery-based crediting and learning; School Climate Survey; Healthy Youth Survey.

Class of 2024 graduation requirement emergency waiver administration.

We recommend that you review the sample survey available [here](#) to gather all the information you will need in advance of completing the online form. We also provide links to the relevant statutes and rules for you to review as you need. The [2024-25 Basic Education Compliance Matrix](#) also includes links to more information on each requirement, references WSSDA model policies, and to OSPI bulletins, where appropriate.

Quick Tip for Opening Links: Please "right click" the link and select the "Open in a new tab" to review the statute or rule, which will allow you to continue with the survey uninterrupted.

We believe this survey will take approximately 30-40 minutes to complete. The collection tool saves your responses as you go and you can go back and change responses at any time so long as the survey is open. We included an option to save your progress and return later to complete.

Quick Tip to Save and Continue Later: if you do need to pause the survey, a "Save" option is available in the lower right-hand corner. You will be prompted to provide an email to which a link will be sent. Use that link to continue the survey at a later time or to forward to another person.

Please note the following tentative deadlines for Basic Education submission and certification:

If you submit your responses to the SBE on or before June 12 and there are no issues, it is likely that your school district could be certified as being in compliance with the provision of basic education for the 2024-25 school year at the SBE's June SBE meeting.

If you submit your responses on or before August 1, your school district or LEA could be certified at the August SBE meeting.

We expect to certify the final school districts at the October 16 SBE meeting, so all responses will need to be submitted no later than September 23.

Note: we encourage you to complete and submit your responses before the end of the current school year, so that you and your staff are not tasked with this over the summer or at the start of the next school year.

This survey and certification of compliance with the Program of Basic Education are the responsibility of the Washington State Board of Education. Please forward any questions you might have to Viktoria Bobyleva, Basic Education Manager, at viktoria.bobyleva@k12.wa.us. Please include the words "Basic Ed Collection" in the subject line.

OTHER IMPORTANT INFORMATION:

Validation is used throughout the survey to provide additional information where responses may not meet the requirements.

This year, we again included the "Save and Continue" function that allows you to save work, end the session, and return to the survey at a later time. Look in the lower right corner of the survey screen for the words "Save and continue"

later". After selecting this option and providing your email address, a link to re-access the survey will be sent to you, which you may forward to another person as needed.

At the end of the survey, you will have the chance to Review your Responses and go back to change responses as needed.

After you submit your responses, you will receive an email confirmation with a PDF attachment showing your responses to the survey prompts. Items shown in bold red font indicate potential issues with your responses that will need to be addressed. Please contact Viktoria Bobyleva, Basic Education Manager, at viktoria.bobyleva@k12.wa.us to learn more about the potential issues.

We will post and regularly update the certification status of school districts on the [SBE website](#) but are unable to send out individual communications regarding status update. We encourage you to check the website regularly to learn about your district's status. If you have questions or concerns, please contact Viktoria Bobyleva as shown above.

1. ATTENTION !!! School District or LEA Name

Name of the School District or LEA

Medical Lake School District

2. ATTENTION!!!!!!! Confirm District Name and Leadership

Confirm Name of the School District

Medical Lake School District

What is the name of your School District/LEA?

Superintendent's Name (First and Last Name)

Kimberly Headrick

Superintendent's Email Address

kheadrick@mlsd.org

3. Name and contact information of you or the person we should contact if we have questions about survey responses. Leave these responses blank if the SBE should communicate directly with the school district Superintendent shown above to resolve possible issues. The email address must be re-entered.

First Name

Rob

Last Name

Haugen

Email

rhaugen@mlsd.org

2. Grades Offered

We have provided you with more options to select the grades served at your school district or LEA. In doing so, we can design survey logic to present prompts specifically targeted for the grade levels served. For example, if you represent a K-8 school district, you will not be presented with prompts for high schools and if you are a K-3 charter school, you will not be presented with prompts intended for grade 4 or higher.

We recognize that some charter schools are in the process of building out their school by adding one grade level each year to support the promotion of students to the next grade level. Please select the grade level that best describes your school district or LEA. For example,

you may represent a charter school LEA serving grades K-11 when you are authorized to serve grades K-12. We would expect you to select K-12 because that grade configuration best matches the grades served for the 2024-25 school year. We also know many school districts offer Pre-Kindergarten (Pre-K) programs, but none of the prompts address Pre-K programs. If your school district serves Pre-K to grade 12, please select K-12 as that best matches your grade configuration.

4. Which of the following best describes the range of grades offered in your school district?

K-12

5. How many schools in the district serve students in any of the grades 9 through 12?

1

3. Days of Instruction and Waivers

By answering the following questions, school districts provide prospective assurance of meeting minimum requirements of the Program of Basic Education as described in [RCW 28A.150](#) for the 2024-25 school year.

The State Board of Education has a [FAQ on instructional hours](#), and in the end of 2022 the Office of Superintendent of Public Instruction released [Bulletin 077-22](#) regarding options for instructional funding models for the 2022-23 school year that could be taken into consideration for the 2024-25 school year. [WAC 180-16-195](#) and [WAC 180-16-200](#) have also been updated.

If the school district has questions about its compliance status, please email Viktoria Bobyleva, Basic Education Manager, at viktoria.bobyleva@k12.wa.us for more information.

Quick tip: To open links, we recommend right-clicking on links and selecting "open link in new tab"

6. 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 K-12, inclusive of any waivers granted by the Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance, provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction?

No, we have a waiver to offer less than 180 days for the 2024-25 school year

7. Which waiver(s) from the 180-day requirement did the district receive? Please choose "Yes" for each type of waiver that applies to your school district and select "No" for the others. (You must answer "Yes" or "No" for each waiver type.)

	Yes	No
180-Day Waiver for improvement of student learning (i.e. professional development, parent-teacher conferencing more than five days, transition days, alternative calendar, etc.)		X
Economy and Efficiency Waiver (i.e. four-day school week for districts under 1000 students)		X
A Parent-Teacher Conferencing Waiver off five days or less.	X	
A Waiver due to emergency closure		X
A Waiver for other reasons		X

8. How many school days will the district offer in the regular school year after the use of any and all waivers from the 180-day requirement?

176

9. How many days of instruction are being waived?

4

4. Instructional Hours

This page contains prompts on the number of instructional hours your school district or LEA is offering or providing to students, which are summarized below.

Kindergarten Total Instructional Hour Offering ([RCW 28A.150.203](#) / [RCW 28A.150.220](#) / [RCW 28A.150.315](#)) - Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days, comprising no fewer than 1,000 hours of instruction.

Grades 1-12 Total Instructional Hour Offering ([RCW 28A.150.220](#) / [RCW 28A.150.205](#) / [WAC 180-16-200](#)) - The district makes available to students enrolled in grades 1-12 at least a district-wide average 1,000 instructional hours in grades 1-8 and a district-wide average 1,080 instructional hours in grades 9-12, which may be calculated as a district-wide average of 1,027 instructional hours in grades 1-12.

You can also go to the [SBE website](#) to learn more about the instructional hour requirements of basic education.

10. 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

Grades 1-12 Minimum Instructional Hour Offering

([RCW 28A.150.220\(2\)](#), [RCW 28A.150.205](#), [WAC 180-16-200](#))

11. How will your school district meet the minimum instructional hour offering?

District-wide average of at least 1,027 hours

12. How many credits will atypical high school student have the opportunity to earn in your school district during the 2024-25 school year? (This should include the annual number of credits and not include summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

6

5. High School Requirements: Subject Areas and Credits and Local Graduation Requirements

The three components of Washington graduation requirements are:
subject area and credit requirements ([WAC 180-51-210](#)),
the High School and Beyond Plan ([WAC 180-51-220](#)), and
graduation pathway options ([WAC 180-51-230](#))

The following questions provide assurance that districts' graduation requirements align with state minimum graduation requirements for the 2024-25 school year. Also, the Legislature has directed the State Board of Education to survey districts about graduation pathway options. District responses to the questions about graduation pathway options, along with other research, will be used to examine graduation pathway options and make recommendations to the Legislature on removing barriers to implementing graduation pathway options and making the options more equitable for all students.

13. For the Class of 2025, will the school district require at least the state minimum core subject area requirements ([WAC 180-51-210](#)) to earn a diploma? The core subject area requirements are shown below.

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

14. 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

15. For the Class of 2025, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC? (Note: Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

Yes

16. All public high schools are required to provide a program, directly or in cooperation with local community colleges, school districts, for students who would like to apply for entrance to a baccalaureate-granting institution after high school graduation. This program must help such students meet the minimum college entrance requirements. ([RCW 28A. 230.130](#))

In the 2024-25 school year, will each public high school in your district provide a program that helps students meet the minimum college entrance requirements established by the Washington Student Achievement Council (WSAC)?

Yes

17. All public high schools must provide a program, directly or in cooperation with local community or technical colleges, skill centers, apprenticeship committees, or other school districts, for students who have plans to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. ([RCW 28A. 230. 130](#))

In the 2024-25 school year, will each public high school in your district provide a program for students who have plans to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

18. Local high school graduation requirement: Does the school district require community service?

No

19. Local high school graduation requirement: Does the school district require a culminating project?

No

20. Local high school graduation requirement: Does the school district have a local graduation requirement for financial education?

No

21. Local high school graduation requirement: Does the school district require students to complete the FAFSA or WASFA?

Yes

22. Local high school graduation requirement: Please, briefly describe any other local graduation requirements.

n/a

6. High School and Beyond Planning and Delivery

The High School and Beyond Plan (HSBP) is a graduation requirement for every student. It's both a process and a document for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A High School and Beyond Plan is one of the three components, along with Credit and Subject Area Requirements, and Graduation Pathway Options, that Washington students must complete to achieve a high school diploma.

[WAC 180-51-220](#) requires that the High School and Beyond Plan be initiated no later than the 8th grade. If your school district or LEA serves 8th grade students, you must be providing those students with the opportunity to initiate their HSBP. Learn more about the HSBP from the [SBE website](#).

23. Does the district offer an electronic or online High School and Beyond Plan (HSBP) platform? [WAC 180-51-220](#)

Yes

24. To which electronic or online HSBP platform is your district providing students access? [WAC 180-51-220](#)

Other - Write In (Required): My School Data

25. What grade does the district start each student's High School and Beyond Plan?

Grade 8

26. Do students develop and complete their High School and Beyond Plan as part of a credit-bearing course?

Yes

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

It is offered through Advisory, Homeroom or a series of HSBP activities completed annually

[RCW 28A. 230.215](#) requires school districts and LEAs to transition to a statewide universal online HSBP platform. OSPI is in the process of developing this platform across Washington State. The platform launch will require a two-year onboarding process for all school districts and LEAs.

28.

During which school year would your district prefer to begin using the new state-provided universal HSBP platform?

2025-26

29. Which of the following implementation strategies would be your preferred option for onboarding all middle and high school students in your district?

All middle and high school students at the same time during the same school year (could start in any year)

7. Access to and Provision of Graduation Pathways

30. Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2024-25 school year to inform students of the graduation pathway options?

Yes

31. 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 2024-25 school year? Please answer "Yes" or "No" to each prompt.

	Yes	No
Graduation pathway information will be shared primarily with students who do not meet the graduation standard on the state assessment.		X
Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process.	X	
Graduation pathway information will be discussed with some students during their High School and Beyond Planning process.		X
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.		X
Graduation pathway information will be shared with all incoming high school students.	X	
We will encourage all students to take the ASVAB.	X	
We will encourage all students to take the ACT or SAT.	X	
In addition to the above or instead of the above, we address graduation pathways in other ways		X

32. Which of the following graduation pathway options were available to students in your district for the Class of 2025? Please answer "Yes" or "No" to each prompt.

	Yes	No
Advanced Placement (AP) course(s) that qualify as graduation pathway options	X	
International Baccalaureate (IB) course(s) that qualify as graduation pathway options		X
Cambridge Advanced Course(s) that qualify as graduation pathway options		X
Dual Credit: Running Start courses in ELA or Math	X	
Dual Credit: College in the High School course(s) that qualify as a graduation pathway option	X	
Dual Credit: Career and Technical Education course(s) in ELA or Math that qualify as graduation pathway options	X	
Sequence of Career and Technical Education Courses that qualify as graduation pathway options	X	
State Assessments in ELA and Math	X	
SAT		X
ACT	X	
Bridge to College/Transition course in Math	X	
Bridge to College/Transition course in ELA	X	
Performance-based in Math and/or ELA graduation pathway option		X
Armed Services Vocational Aptitude Battery (ASVAB)	X	

33. How are Advanced Placement (AP) costs paid, by the district or by families?

The district covers the costs for some students

34. How are Running Start costs paid, by the district or by families?

The district covers the costs for all students

35. How are College in the High School costs paid, by the district or by families?

The district covers the costs for all students

36. How are Career and Technical Education Dual Credit course fees paid, by the district or by families?

The district covers the costs for all students

37. How many CTE course sequence graduation pathway options are available in your district?

7

38. How are ACT costs paid, by the district or by families?

The district covers the costs for some students

39. Does the district offer the ACT during the school day?

Yes

40. Does the district offer the ASVAB during the school day?

Yes

The Educational Research and Data Center (ERDC) publishes information and maintains a data dashboard on student completion of dual credit courses. We are seeking information as to the degree to which barriers exist that limit student access to and completion of access dual credit courses. We appreciate you taking the time to provide this information to the Board and for the ERDC.

For these prompts we are asking you to quantify the barriers using the following guidance:

A lower rating indicates a minimal or insignificant barrier

A middle rating indicates a moderate and significant barrier

A higher rating indicates a large and substantial barrier

In the next two prompts we ask you about student access to dual credit opportunities.

The first prompts ask about the degree to which various barriers exist for the school district in providing dual credit opportunities to students.

The second of the prompts asks you to speculate on the degree to which barriers exist for students in accessing dual credit opportunities.

41. How significant is each barrier to providing dual credit opportunities to students in your school district?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations	X			
Lack of qualified instructors		X		
Lack of instructor interest	X			
Inequitable or insufficient compensation	X			
Insufficient training of instructors or administrators		X		
Master scheduling challenges	X			
Capacity to collaborate with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)		X		

42. How significant is each barrier to dual credit access for students?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students	X			
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.	X			
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework		X		
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit		X		
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation	X			
Perceptions of college credit transferability: Students do not believe credit is portable or useful	X			
Lack of Internet		X		
Overly restrictive eligibility criteria	X			
Lack of transportation	X			

43. Please, provide additional information regarding any barriers to the provision of dual credit opportunities or student access to dual credit opportunities.

Inconsistent expectations of some universities for teachers to qualify to teach courses as been challenging at times.

8. Educational Offerings Required by the State (All School Districts)

44. Has the school district adopted a Tribal History and Culture curriculum (i.e. John McCoy (Iulilaš) Since Time Immemorial Curriculum) ([RCW 28A.320.170](#))? State law requires this to be done when the school district updates the social studies curriculum.

No, the requirement has not been implemented

45. In the prior question, you indicated that you have not yet adopted a Tribal History and Culture curriculum. If this is an error, please go back and correct this answer. If the response is correct, please explain how and when the district intends to implement this requirement.

The district intends to implement within the next year.

46. Has the school district collaborated with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges ([RCW 28A.320.170](#))? State law requires this to be done when the school district updates the social studies curriculum.

No, the requirement has not been implemented.

47. 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? ([RCW 28A.230.020](#) and [WAC 392-410-115](#))

Yes

48. Social-emotional learning standards and benchmarks were adopted on January 1, 2020. ([RCW 28A.300.478](#)). Has the school district implemented social-emotional learning-specific standards and benchmarks?

Yes, we implemented and regularly measure social emotional learning in our schools.

49. Briefly explain how you are measuring social emotional learning at your schools.

We universally screen, with BESS, three times each year.

50. Under the comprehensive sexual health education requirement, the school district must provide social emotional learning (SEL) to all students in grades K–3 at least once in the 2024–25 school year. ([RCW 28A.300.475](#)) Will the district provide SEL to all students in grades K-3 at least once?

Yes

51. Will the school district provide comprehensive sexual health education to all students at least once in grades 4–5 in the 2024–25 school year? ([RCW 28A.300.475](#))

Yes

52. Will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 in the 2024-25 school year? ([RCW 28A.300.475](#))

Yes

54. Will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 in the 2024-25 school year? This is required in [RCW 28A.300.475](#).

Yes

55. Each school district board of directors shall adopt an AIDS prevention education program. [RCW 28A.230.070](#)). Does the school district have an AIDS prevention education program?

Yes

56. Every student must have access to arts instruction, as part of basic education under [RCW 28A.150.210](#). Arts instruction must be accessible to all students, in a manner that is commensurate with instruction on other core subject areas.

Does each student in grades K-12 have access to arts education, as part of basic education under [RCW 28A.150.210](#) in a manner that is commensurate with instruction in other core subject areas consistent with [RCW 28A.230.305](#) ?

Yes

[RCW 28. 230.305](#) specifies that, beginning with the 2023-24 school year, school districts with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art, throughout the school year. Each student must receive instruction in at least one arts discipline throughout their elementary and middle education experience. For grades 9 through 12, all students must be given the opportunity to take arts coursework each academic year.

57. In the 2024-25 school year, will each student receive instruction in at least one arts discipline as described in [RCW 28A. 230.305](#) throughout their elementary and middle education experience?

Yes

58. In the 2024-25 school year and for grades 9 through 12, are all students given the opportunity to take arts coursework as specified in [RCW 28A. 230. 305](#) each academic year?

Yes

9. State-Mandated Educational Offerings (School Districts with High School Grades)

59. 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, we offer financial education to all students.

60. For most of the high schools in your district, how does the school district provide financial education opportunities to all students in grades nine through twelve under [RCW 28A.300.468](#)? Select the response that best applies to your school district.

We offer financial education embedded in a for-credit course.

61. In what subject matter is financial education embedded in a for-credit course?

CTE Courses

62. 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](#)?

Yes, we offer the opportunity but not every year.

63. Is one or more elective computer science courses offered at all high schools?

Yes, all high schools but not every year

64. Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student? 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. ([RCW 28A.230.094](#))

Yes

65. The study of Constitution of the United States and of the State of Washington is a prerequisite to graduation ([RCW 28A.230.170](#) and [WAC 392-410-120](#)). Does the school district provide the opportunity to study the U.S. and Washington constitutions to all students?

Yes

66. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. 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](#)) Will the school district offer instruction in CPR in at least one health class required for graduation in the 2024-2025 school year?

Yes

67. 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 school district have an academic acceleration policy for high school students?

Yes

10. State-Mandated Educational Activities

68. Beginning with the 2020-21 school year, all school districts with a high school must provide 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](#)) Will the school district provide a financial aid advising day in the 2024-2025 school year for twelfth grade students, parents, and guardians?

Yes

69. On January 16th of each year (or the preceding Friday when January 16th falls on a non-school day), each public school shall observe "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](#)). Will the school district provide the opportunity for voter registration for all students who will be 18 by the next general election in the 2024-2025 school year?

Yes

70. During the school week preceding November 11 of each year, every school will present educational activities suitable to the observance of Veterans' Day. ([RCW 28A.230.160](#)) Will the school district develop, promote or provide educational activities in observance of Veterans' Day in the 2024-2025 school year?

Yes

71. 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](#)). Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities Month in the 2024-2025 school year?

Yes

11. State-Recommended Educational Offerings and Activities

In addition to the state high school graduation requirements, state law requires or encourages additional educational offerings and activities, which help address the Goals of Basic Education. The following questions will help confirm compliance with state law and may help remind districts of requirements or recommended considerations in law. Your responses to questions about requirements and educational offerings or activities which are encouraged, but not required, will help inform the state about the level of district implementation of these elements.

72. 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, which may include other examples of genocide and crimes against humanity. ([RCW 28A.300.115](#)). Does the school district provide Holocaust history instruction?

Yes

73. School 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 school district commemorate the history of civil rights at least once a year?

Yes

74. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. ([RCW 28A.300.112](#)) Has the school district incorporated ethnic studies materials and resources in grades K-6?

Yes

75. Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies. ([RCW 28A.300.112](#)) Does the school district offer at least one course in ethnic studies in grades 7 to 12?

No, the recommendation has not been implemented

76. You are seeing this prompt because you responded that the school district does not offer a course in ethnic studies in grades 7-12, which is encouraged. If you offer this course, please go back and change your response. If you do not deliver the encouraged course, please select the best response to continue.

We will consider implementing the recommended offering.

77. School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the Office of Superintendent of Public Instruction. ([RCW 28A.300.575](#)). Does the school district award the seal of biliteracy to qualifying graduating high school students?

Yes

78. [RCW 28A.210.430](#) specifies that beginning with the 2023-24 school year, instruction in awareness of bone marrow donation may be included in at least one health class necessary for graduation. Each school district, charter school, and state-tribal education compact school that serves students in grades nine through twelve is encouraged to offer instruction in awareness of bone marrow donation.

In the 2024-25 school year, will the school district consider providing instruction in awareness of bone marrow donation to students in grades nine through 12?

Yes, we will consider implementing the offering in the 2024-25 school year.

12. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

79. Does your school district have a written policy to award mastery/competency-based credit [WAC 180-51-051](#)?

Yes, the school district has a permanent policy.

80. Does your district policy apply to:

All subject areas

81. Does your school district have a school that offers a fully mastery/competency-based learning program? A mastery/competency-based learning program includes the following [WAC 180-51-051\(1\)\(b\)](#):

Student agency. Students help direct their own learning. MBL values the knowledge, skills, and interests of every student.

Relevance. Students are empowered to make interdisciplinary connections and use their learning in many ways. Learning is relevant and engaging for students and can be applied outside of the classroom.

Differentiation. Students receive help based on their individual interests and needs. Students move forward at their own pace.

Inclusion. Students experience compassion and belonging. MBL honors the unique contributions of every student and the knowledge they bring from their diverse cultures and communities.

Innovative assessment tools. Students demonstrate mastery of skills or concepts through tests, portfolios, projects, or other demonstrations. Students and educators are encouraged to try new tools. Assessments are aligned to standards and allow students to show what they know as well as provide valuable feedback on the areas in which students need to deepen their learning.

No

82. Does the school district offer credit for Work-Integrated Learning (e.g. internships or other work experience)?

Yes

83. Will your school district incorporate procedures to award credit by subject area for students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2024-2025 school year? [RCW 28A.320.192](#).

Yes, the school district will incorporate procedures.

13. 2023-2024 Graduation Requirement Emergency Waiver Administration

84. Our records show that your school district received authority to grant emergency waivers for certain graduation requirements for students graduating in the 2023-24 school year. Is this correct?

Yes

85. Did the school district grant any students an emergency waiver from high school graduation requirements in 2023-24?

Yes

86. Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in [Chapter 180-111 WAC](#)?

Yes

87. Please describe the actions the school district took to ensure equity in administration of the graduation requirement emergency waiver program.

All waivers were reviewed by assistant superintendent.

88. The following question seeks information on your school district's good faith efforts to support each student who was considered for the waiver in meeting the credit and pathway requirements. To what degree did the school 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				X
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				X
Whether the emergency waiver is appropriate for the individual student				X

14. Important Information About Your School District or LEA

You have answered almost all the prompts of the annual Minimum Basic Education Requirement Compliance and District Survey and have approached the final section. The State Board of Education has been working with the University of Washington to learn about assessing school climate. We are considering the next steps in a possible administration of a statewide [School Climate Survey](#) to better understand how your school district is approaching aspects of engagement, environment, and safety to improve its work.

In Washington, the Continuity of Operations Plan is required under [WAC 180-16-212](#) of all school districts and LEAs to transition to modalities other than in-person in the event of an emergency.

The [Healthy Youth Survey](#) is a collaborative project among OSPI and other Washington State agencies that is administered to Washington students in grades 6 to 12, every other year. The survey is free and anonymous, and it asks students about different health and safety topics.

89. Has the school district adopted a Continuity of Operations Plan to transition to modalities other than in-person in the event of an emergency? ([WAC 180-16-212](#))

Yes

90. Will your school district administer the Healthy Youth Survey to students at the next statewide administration?

Yes

91. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2024-25 school year?

Yes

92. For each of the following, please let us know if they will be included in your school climate survey. Please answer "Yes" or "No" for each group.

	Yes	No
Students	X	
Parents	X	
Teachers	X	
Other school staff	X	
Other survey recipients	X	

93. Which grade levels participate in the school climate survey? (Mark all that apply)

- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

94. Who else do you include in your school climate survey?

school board members

95. Who supports the survey creation, collection, and analysis of your school climate survey data?

Center for Educational Effectiveness (CEE)

15. Certification by Respondent

96. Certification

	Yes	No
Do you certify that the school district Superintendent or designee has or will review and provide a copy of this Basic Education Compliance document to the local School Board of Directors?	X	
Do you certify that the school district has maintained records supporting this certification for auditing purposes?	X	

97. Name of Person Responsible for this Submission

Rob Haugen

98. Title of Person Responsible for this Submission

Assistant Superintendent

99. Email of Person Responsible for this Submission

rhaugen@mlsd.org

100. Telephone Number of Person Responsible for this Submission (Please enter the 10 digit number with no spaces or dashes (e.g., 3601239876))

5095653124

101. Date of Submission (select today from the calendar or enter the date as mm/dd/yyyy)

08/20/2024

102. Optional: Is there anything else you would like to share?

