

**600 Minimum Basic Education Requirement Compliance****Fiscal Year:** 20-21**Milestone: Draft** (Printed 8/21/2020)**District:** Issaquah School District**Organization Code:** 17411**ESD:** Puget Sound Educational Service District 121**Page 1****STATE BOARD OF EDUCATION****2020-2021 — Minimum Basic Education Requirement Compliance**

The people of Washington are in the midst of an epidemic that has challenged the education system's ability to deliver a program of basic education while public health measures such as closures or social distancing are in place. In response to this challenge, the State Board of Education adopted emergency rules on July 9 to ensure that for the 2020-2021 school year, local education agencies may count modalities of delivering instruction other than in-person instruction. This rule was developed in collaboration with Office of Superintendent of Public Instruction and is supportive of their concept of ensuring predictable funding for basic education. Although in-person instructional offering should be prioritized as allowable by state and local health departments, this rule allows for distance learning as needed to support children during a public health crisis. Local education agencies are expected to meet instructional hour requirements and offer basic education as the paramount duty of the state of Washington. This Basic Education Compliance reporting and timely submission of reopening plans to the Superintendent of Public Instruction and State Board of Education is of greater importance this year. Please accurately complete this information and **ensure that reopening templates are completed at least two weeks before school begins and no later than September 15 for any district.** [Rule: [WAC 180-16-195 and 180-16-200](#), Published in [WSR 20-15-153](#); Statutory Authority: RCW 28A.150.220(7)]

Please see the following changes to WAC 180-16-195 and 180-16-200 that were put into effect via emergency rule in [WSR 20-15-153](#) and are going through the permanent rulemaking process. The State Board of Education has developed an [updated FAQ on instructional hours](#) that we will update as emergent issues arise.

(1) For the 2020-2021 school year, local education agencies shall submit a copy of the reopening schools plan to the State Board of Education and Superintendent of Public Instruction two weeks before school begins and no later than September 15, 2020. (Note: The completion of the reopening template is essential this concept and should be prioritized.)

(4) For the 2020-2021 school year, "instructional hours" as defined in RCW 28A.150.205 are not limited to in-person educational services. Local education agencies may count as instructional hours towards the minimum district-wide annual average those hours of educational activity planned by and under the direction of school district staff that are delivered through learning modalities which may include but are not limited to distance learning, hybrid classrooms, rotating schedules, or other methods that allow for delivery of basic education services during the COVID-19 epidemic. The following are applicable to the 2020-2021 school year:

- a. Nothing in this section supersedes applicable statutory or Office of Superintendent of Public Instruction funding allocation requirements; and,
- b. Days in which instructional hours are offered shall count as school days for the purpose of meeting the minimum 180-day school year requirements;

- c. Local Education Agencies must implement a system consistent with OSPI attendance rules; and,
- d. The State Board of Education will revisit this rule no later than its regularly scheduled July 2021 board meeting.

**INSTRUCTIONS:** This report is a prospective assurance that the district meets minimum requirements of the program of basic education and includes a requirement to submit a reopening supplement based on the OSPI 2020 reopening template. That reopening template is collected through a survey that OSPI separately released and is provided on the COVID-19 page of this Form Package. The majority of page one is dedicated to assurances that districts are in compliance with minimum requirements. Page two asks that districts that offer high school provide information regarding local graduation requirements. If the school district does not offer high school, page two may be skipped. Page three requires certification that the district is in compliance with basic education requirements and minimum high school graduation requirements.

If the district is below minimum requirements due to a waiver from minimum requirements, please simply check "in compliance." If the district has questions about its compliance status, then please email [PARKER.TEED](mailto:PARKER.TEED) (Parker can call you if requested by email – we are receiving a high volume of calls) or describe the issue in the text box below and State Board of Education (SBE) staff will contact you when reviewing this attestation.

<b>Please Check One</b>		
Yes	No	
<input checked="" type="radio"/>	<input type="radio"/>	<p><b>Minimum 180-Day School Year</b> (<a href="#">RCW 28A.150.220</a>, <a href="#">RCW 28A.150.203</a>, <a href="#">RCW 28A.150.315</a>)</p> <p>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.</p>
<input checked="" type="radio"/>	<input type="radio"/>	<p><b>Kindergarten Minimum Instructional Hour Offering</b> (<a href="#">RCW 28A.150.220</a>, <a href="#">RCW 28A.150.205</a>, <a href="#">RCW 28A.150.315</a>)</p> <p>The district makes available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.</p>
<input checked="" type="radio"/>	<input type="radio"/>	<p><b>Grades 1-12 Minimum Instructional Hour Offering</b> (<a href="#">RCW 28A.150.220(2)</a>, <a href="#">RCW 28A.150.205</a>, <a href="#">WAC 180-16-200</a>)</p> <p>The district makes available:</p> <ul style="list-style-type: none"> <li>a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12,</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>b. A district-wide average of 1,027 hours in grades 1-12.</li> </ul>
<p><b>If your district answered no to any of the questions above, please explain why.</b></p>		
<p>What is the predominant bell schedule in a typical school year for the high schools in the school district? (If the district uses more than one type of schedule, please click "Other" and explain).</p>		

- Six-Period Day
- Seven-Period Day
- Eight-Period Day
- A/B Block
- 4x4 Block
- 5 Period, Trimester
- Other (Please Specify):

**NOTE:** 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.

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

After use of the waiver, what is the planned number of school days in the calendar?

- Full School days.
- Half/Partial School days.

**NOTE:** State law does not prescribe the amount of time necessary to count a day as a full or partial day. Please answer the question based on your local discretion of whether a day is full or partial.

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

- A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12.

How many hours are the average in grades 1-8?  
How many hours are the average in grades 9-12?

**- OR -**

- A district-wide average of 1,027 hours in grades 1-12.

1,032 How many hours are the average in grades 1-12?

Which approach did the district take in calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)? See [SBE Interpretive Statement](#) and SBE Instructional Hours FAQ for further information.

- District-wide average of schools' instructional hour offerings
- District-wide average of instructional hour offerings to students
- Other (please describe):

Is the High School and Beyond Plan available electronically?

- Not Available (Electronic High School and Beyond Plans are required for SY 2020-2021)
- WSIPC (Was My Data Solutions) /My Data Solutions (Skyward)
- School Data Solutions/WOIS
- Naviance
- Xello (Used to be Career Cruising)
- Cirkled In
- Kuder
- Maia Learning
- Major Clarity
- School Links
- You Science
- Google Forms
- Other (please describe):

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

- 6
- 7
- 8
- Not Available
- Other (please describe):

<b>Page 2</b>
---------------

## 2020 Reopening Plan for the 2020-2021 School Year

Please complete the reopening supplement before proceeding. The reopening template from OSPI may be accessed [HERE](#) and must be completed two weeks before the start of the school year.

The local education agency (i.e. district) has completed the reopening supplement.

YES  NO

9/1/2020 Planned school reopening date.

6/17/2020 Planned last day of school 2020-2021.

Does the district intend to make use of the instructional hour definition to provide distance learning for School Year 2020-2021 as provided for in WAC 180-16-200 in WSR 20-15-153?

YES

NO

Only if local and state health requirements require closure or other public health measures

Other (please describe):

Your feedback on how state-level policy can support your efforts is appreciated and will help inform policy proposals at the state. Please provide policy suggestions or describe state-level opportunities to have the education system support your delivery of basic education during the COVID-19 epidemic and to transform the education system for the better. Simply put, what do you need from the state to support student learning?

**NOTICE:** State Board of Education approval of Form Package 600 (Minimum Basic Education Requirements Compliance) does not confer approval of reopening plans. This is intended to support collection of the reopening plans and next steps on the use of reopening plans is not intended to be concluded with approval of Form Package 600.

Please act upon the following guiding values in planning for the 2020-2021 school year:

### Equity

The COVID-19 public health crisis has shed light on and has exacerbated long-standing inequities in the education system. Rather than returning to normal, this situation presents an opportunity to transform the system into one that serves all students equitably.

### Student and family voice

All too often policymakers develop policies to help address student needs without consulting students on what their needs are or how to best help. Students and families must be essential partners in the collective process of policymaking to create an equitable education system.

**Student well-being**

Addressing student well-being is critical for building an equitable education system. Ensure students and staff return to a safe environment consistent with Department of Health and local health department guidelines.

### District Graduation Credit Requirements

**Instructions:** On page two, the graduation requirements will automatically total based on what data you input for each specific graduation requirement, so there is no need to manually enter the total number of graduation requirements (please do not use the "electives" box to manually enter a total). If data are reported that appear to be below the minimum high school graduation requirements, then SBE staff will follow up with the district to either identify that it was a mistake or to resolve an issue of noncompliance. Minimum high school graduation requirements are [explained on the SBE website](#) or can be found in [Chapter 180-51 WAC](#).

<b>Districts Granting High School Diplomas</b> <b>State High School Graduation Minimum Requirements for Class of 2020</b> <b>(<a href="#">RCW 28A.230.090</a> <a href="#">Chapter 180-51</a>)</b>		
<b>Please Check One</b>		
Yes	No	
<input checked="" type="radio"/>	<input type="radio"/>	<b>Subject Area Graduation Requirements</b> District meets or exceeds 24-credit graduation requirements in <a href="#">WAC 180-51-068</a> .
<input checked="" type="radio"/>	<input type="radio"/>	<b>College Academic Distribution Requirements</b> Students have access to courses and instruction necessary to meet the <a href="#">College Academic Distribution Requirements (RCW 28A.600.160)</a> .
<input checked="" type="radio"/>	<input type="radio"/>	<b>High School and Beyond Plan</b> District provides a High School and Beyond Plan that meets or exceeds the requirements in <a href="#">WAC 180-51-220</a> .
<input checked="" type="radio"/>	<input type="radio"/>	<b>Graduation Pathways Options</b> District provides graduation pathway options pursuant to <a href="#">WAC 180-51-230</a> .

<b>K-12 Districts Only</b> <b>Indicate your district's graduation requirements in the table below.</b> <b>Please indicate high school graduation requirements for a typical student.</b>	
Are all students and all schools required to meet the same graduation requirements?	<input type="radio"/> Yes <input checked="" type="radio"/> No, Please Describe: The District awards competency based credit at Gibson-Ek High School, as approved by the SBE. Liberty High School requirements differ from the other comprehensive high schools.
<b>SUBJECT</b>	<b>District Graduation Credit Requirements for Class of 2021</b>
English	4.0
Math	3.0

Social Studies	3.0
Science How many are laboratory science credits? 2.0	3.0
Arts	2.0
Occupational Education/CTE	1.0
Health	0.5
Physical Education (Fitness)	1.5
World Languages	2.0
Electives	4.0
<p>Other District Requirements (select all that apply):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High School and Beyond Plan                             <ul style="list-style-type: none"> <li><input type="checkbox"/> For-Credit as a Standalone Course</li> <li><input type="checkbox"/> Embedded in a For-Credit Course (please specify):</li> </ul> </li> <li><input checked="" type="checkbox"/> Required but Not-For-Credit                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Other (please specify):</li> </ul> </li> <li><input type="checkbox"/> Culminating Project                             <ul style="list-style-type: none"> <li><input type="checkbox"/> For-Credit as a Standalone Course</li> <li><input type="checkbox"/> Embedded in a For-Credit Course (please specify):</li> <li><input type="checkbox"/> Required but Not-For-Credit</li> <li>Other (please specify):</li> </ul> </li> <li><input type="checkbox"/> Community Service                             <ul style="list-style-type: none"> <li><input type="checkbox"/> For-Credit as a Standalone Course</li> <li><input type="checkbox"/> Embedded in a For-Credit Course (please specify):</li> <li><input type="checkbox"/> Required but Not-For-Credit</li> <li><input type="checkbox"/> Other (please</li> </ul> </li> </ul>	<p>If there are multiple requirements for credit, please describe how many credits for each subject (please specify):</p>

<p>specify):</p> <p><input checked="" type="checkbox"/> <b>Computers and Digital Technology</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> For-Credit as a Standalone Course</p> <p style="margin-left: 20px;"><input type="checkbox"/> Embedded in a For-Credit Course (please specify):</p> <p style="margin-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="margin-left: 20px;"><input type="checkbox"/> Other (please specify):</p> <p><input type="checkbox"/> <b>Financial Education</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> For-Credit as a Standalone Course</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Embedded in a For-Credit Course (please specify):</p> <p style="margin-left: 40px;">Learn and Earn, Future Ready, Personal Finance, Economics, AP Economics, IB Economics SL</p> <p style="margin-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="margin-left: 20px;"><input type="checkbox"/> Other (please specify):</p> <p><input type="checkbox"/> <b>Other (specify):</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> For-Credit as a Standalone Course</p> <p style="margin-left: 20px;"><input type="checkbox"/> Embedded in a For-Credit Course (please specify):</p> <p style="margin-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="margin-left: 20px;"><input type="checkbox"/> Other (please specify):</p>	
<b>TOTAL</b>	<b>24.0</b>

Graduation Pathways Available to Students in Your District for the Class of 2021 (select all that apply):

Dual Credit College in the High School Free to the Student, Fees Paid by School/Other Running Start Free to the Student, Fees Paid by School/Other Career and Technical Education Free to the Student, Fees Paid by School/Other AP/IB/Cambridge Advanced Placement (AP) Administration During the School Day Free to the Student, Fees Paid by School/Other Saturday Administration of Graduation Pathway International Baccalaureate (IB) Administration During the School Day Free to the Student, Fees Paid by School/Other Saturday Administration of Graduation Pathway Cambridge Administration During the School Day Free to the Student, Fees Paid by School/Other Saturday Administration of Graduation Pathway Bridge to College courses or other transition course Armed Services Vocational Aptitude Battery Administration During the School Day Free to the Student, Fees Paid by School/Other Saturday Administration of Graduation Pathway Sequence of Career and Technical Education Courses ([WAC 180-51-230\(\(5\)\(h\)\)](#)) Administration During the School Day Free to the Student, Fees Paid by School/Other State Assessments in ELA and Math (Smarter Balanced Assessment and WA-AIM)

**NOTE:** For the Class of 2021, Certificate of Individual Achievement options available to qualifying students.

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

If **YES**, is this a permanent policy or a policy responsive to the COVID-19 situation?

- Permanent Policy
- Temporary Policy Responsive to COVID-19 Situation

Please provide the link to the written district policy on mastery/competency-based credit:

<https://issaquah.wednet.edu/district/regulations/2409>  
<https://issaquah.wednet.edu/district/regulations/2409P>

These policies are not applicable to Big-Picture High School, Gibson Ek. Gibson Ek has a waiver from credits as authorized.

In which subjects 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 (please describe):

Information on graduation requirements can be found [HERE](#).

What is the predominant bell schedule in a typical school year for the high schools in the school district? (If the district uses more than one type of schedule, please click "Other" and explain).

- Six-Period Day
- Seven-Period Day
- Eight-Period Day
- A/B Block
- 4x4 Block
- 5 Period, Trimester
- Other (please describe):

**RCW 28A.150.210** describes the goals of the program of basic education:

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Any other comments relevant to your district's provision of the program of basic education? (Optional)

#### CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Issaquah School District** meets the basic education program requirements contained in **RCW 28A.150.220** and the minimum high school graduation requirements set forth in **Chapter 180-51 WAC**.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

Ron Thiele  
**School District Superintendent**

08/27/2020  
**Date** (MM/DD/YY)

Marnie Maraldo  
**Board President or Chair**

08/27/2020  
**Date** (MM/DD/YY)