



The Washington State  
**BOARD OF EDUCATION**

**Board Meeting & Work Session Agenda**

**June 17, 2020**

**1:00 – 5:00 p.m.**

**Work Session:**

The purpose of the Work Session is for the Board to discuss the long-term impacts of COVID-19 school building closures, and potential policy changes to our education system that would facilitate serving students in an equitable and effective way despite challenges.

The Work Session will build on the Board discussion that occurred during the May Board meeting and will help the Board prepare for the July meeting at which policy recommendations will be discussed and likely adopted.

**1:00 p.m. Welcome and Call to Order**

**1:10 Work Session Overview**

*Randy Spaulding, Executive Director*

**1:20 Member Comments (COVID-19 Policy Response)**

Members will each provide up to three minutes to highlight key issues or ideas they would like to add to the conversation. Members are encouraged to consider the following guiding question:

In light of the challenges we discussed at the May meeting, and the included resources, what policy direction do you think the Board should take? What solutions seem most promising to pursue?

*Facilitator: Peter Maier, State Board Chair*

**2:20 Break**

**2:30 Challenges and Policy Options - Small Group Discussion**

*J. Lee Schultz, Director of Advocacy and Engagement*

Staff will provide a brief overview of the issues to be discussed and introduce logistics for the session. This will be followed by a series of up to three small group conversations. Meeting attendees will be invited to observe the small group discussions. Members will rotate between the following "rooms":

- High School Graduation Requirements: Credit Requirements
  - *Staff Facilitator: Linda Drake, Director of Career- and College-Ready Initiatives*
- High School Graduation Requirements: Pathway Requirements

- *Staff Facilitator: Alissa Muller, Policy Manager for Career and College Readiness*
- Basic Education Oversight
  - *Staff Facilitator: Parker Teed, Basic Education Manager*

**3:15**            **Report Out and Board Discussion**

**4:30**            **Business Items**  
**Initiation of Rulemaking on Chapters 180-16 and 180-18 WAC**  
*Parker Teed, Basic Education Manager*

**5:00**            **Adjourn**



## COVID-19 Challenges & Policy Options

PREPARED FOR THE JUNE 2020 WORK SESSION

### **Information**

#### **Materials included in packet:**

- Summary of surveys
- Instructional hours FAQ
- Mastery-based crediting proposal
- Articles
  - [The Return: How Should Education Leaders Prepare for Reentry and Beyond?](#) *Johns Hopkins School of Education, Chiefs for Change*
  - [A New "New Deal" For Education - Top 10 Policy Moves For States In The COVID 2.0 Era](#) *Forbes*
  - [State Boards Wrestle with Graduation Policy during Pandemic](#) *National Association of State Boards of Education*
  - [States All Over the Map on Remote Learning Rigor, Detail](#) *Education Week*
  - [Research Shows Students Falling Months Behind During Virus Disruptions](#) *New York Times*
  - [How People Learn: Bridging Research and Practice](#) *National Research Council, National Academies*
  - Memo from Vice Chair, MJ Bolt
- Reopening WA Schools Work Group resources
  - [Work group website](#)
  - [Best practices for reopening WA schools](#): Research on reopening plans in other states and nations by Kinetic West
- Latest guidance



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- [Reopening Washington Schools 2020: District Planning Guide](#)  
*Office of Superintendent of Public Instruction*, published June 11, 2020
- [Governor's Proclamation on Phased Reopening of K-12 Schools](#)
- Department of Health's [Fall Guidance for K-12 Schools](#)

### **Synopsis:**

The Board will discuss the long-term impacts of COVID-19 school building closures, related disruptions to learning, and the challenges with reopening schools during the ongoing public health crisis. Staff will present potential policy changes to our education system that would facilitate serving students in a more equitable and effective way. Board members will have the opportunity to discuss the policy options both in small groups and as a whole board. The objective of the work session is for the Board to select the top priority policy options, on which staff will develop proposals for the Board to consider at the July meeting.

### **Objective**

To identify the top priority policy options on which staff will develop proposals for Board consideration at the July meeting.

### **Background**

On February 29, 2020, Governor Inslee declared a State of Emergency for all counties throughout Washington in response to the COVID-19 outbreak. On March 13, 2020, Governor Inslee ordered public and private schools to be closed statewide. A few weeks later, on April 6, Governor Inslee extended the school closure for the remainder of the 2019-20 school year, through June 19, 2020.

In response, state and local partners worked together to adjust the plans for the rest of the school year. In particular:

- OSPI issued guidance and regulation on a range of issues. Of particular interest for this discussion is [guidance on continuous learning](#) and the establishment of an [Emergency School Closure Waiver](#) of instructional hours and/or school days.



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- The State Board of Education established the [Emergency Waiver Program](#) to allow for the waiver of certain credit-based graduation requirements for seniors who were on track to graduate in the event that they are unable to earn the credit despite a good faith effort (see FAQs for [public](#) and [private](#) schools).
- The State Board published new [guidance on Competency-Based Crediting](#).
- WSSDA created [model resolutions and policies](#).

Attention has now turned to planning for how schools will reopen for next school year. OSPI convened a [work group](#) of more than 120 stakeholders to develop recommendations and guidance for school districts as they plan for reopening. On June 11, 2020, OSPI published the [Reopening Washington Schools 2020 District Planning Guide](#). Some key points are summarized below:

- School districts should plan for reopening following health and safety guidance from the Department of Health, the Office of the Governor, and the Department of Labor and Industries, in partnership with their local health authority.
- School districts should prioritize providing as much face-to-face, in-person instruction as allowed by public health conditions.
- School districts should design appropriate local plans for when face-to-face instructional opportunities are limited, considering these concepts:
  - Split or rotating schedules with continuous remote learning
  - Phased-in opening with continuous remote learning
  - Continuous Learning 2.0
- Every school district should have a contingency plan in place for shifting to continuous remote learning in the event of school facility closure.
- OSPI encourages districts to use a flexible calendar with additional make-up days (flexible non-student, non-workdays) for potential loss of instructional time due to possible facility closures.
- There is a concern about the application of the requirement of 180-days of instruction and 1,027 annual average hours of instruction for the 2020–21 school year.
  - “OSPI will work with legislators to determine if day and hour waivers and alternative learning experience (ALE) will remain the only tools available to address those districts that cannot meet the 180-day/1,027 hour framework by design as they begin their school year. OSPI expects that for most districts, they will build a face-to-face instructional model using a flexible calendar to meet the 180-day/1,027 hours requirement.” (p.24)
- “OSPI is operating under the assumption that districts will receive their full basic education funding allocation for the 2020–21 school year.” (p.24) “OSPI will work with the Office of Financial Management and the Legislature to ensure districts receive their full apportionment even if districts are forced to build schedules that do not align with the historical practices of funding schools based on traditional attendance models.” (p.25)



## Guiding Priorities

The following themes emerged from the May 2020 Board discussion on responding to the challenges presented by the Coronavirus crisis. These themes align with the State Board of Education’s [Strategic Plan](#) and last year’s [legislative platform](#). They serve well as “guiding priorities” to be considered at the forefront of all policy decisions. There may also be specific policy proposals under these priorities.

### 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.
- The State Board of Education will continue to engage in the ongoing work needed to achieve educational equity:
  - [SBE Equity Statement](#)
  - [SBE Equity Lens](#)
  - [SBE Commitment to Racial Equity](#)
- As an example of a specific policy proposal that falls under this priority, the State Board of Education could consider joining the coalition advocating for digital equity including statewide access to broadband.

### 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 guidelines.
- Prioritize social-emotional health and safety staff, including school counselors, school nurses, social workers, psychologists, family engagement coordinators, and student and staff safety.
- Educators need professional development on how to support students’ behavioral health and well-being and on how to teach effectively using digital platforms and distance/hybrid learning models.

### 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



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essential partners in the collective process of policymaking to create an equitable education system.

- A number of organizations in Washington and nationally have been conducting survey research to better understand the impacts of school closures on families and students. A summary document is included in the materials that provides high level take-aways from this research as well as links to more information.
- The State Board of Education is exploring new and more effective ways of engaging community members as partners in our policymaking work.

### **Work session format**

#### **Member comments**

The work session will begin with an opportunity (up to 3 minutes) for each member to highlight key issues or ideas they would like to add to the conversation. This is intended to be an open opportunity to share, although members are encouraged to consider the following guiding question:

- In light of the challenges we discussed at the May meeting, and the included resources, what policy direction do you think the Board should take? What solutions seem most promising to pursue?

#### **Break-out group discussions**

Following member comments members will break up into three small groups. Each group will discuss a specific policy topic. Members will have the opportunity to rotate through each of the three topical groups during the session. Public will also be able to join the sessions and observe the discussion.

The policy topics discussed will include:

- Basic Education Oversight
  - *Staff Facilitator: Parker Teed*
- High School Graduation Requirements: Pathway Requirements
  - *Staff Facilitator: Alissa Muller*
- High School Graduation Requirements: Credit Requirements
  - *Staff Facilitator: Linda Drake*



## Work session topics

### Basic education oversight

#### ***The challenge***

The challenge of how to equitably deliver the Program of Basic Education to every student in the state has been exacerbated by the COVID-19 public health crisis. State policy on access to the Program of Basic Education must be responsive to the needs of students and educators to succeed in this challenging new environment. The State Board of Education should examine existing policies that may create barriers to effectively delivering the Program of Basic Education in a hybrid or remote learning environment. For example, state instructional hour requirements will impact schedule options for next school year. School districts may face a challenge in meeting the minimum instructional hours requirement next school year if operating under modified schedules (e.g., phased in opening) and/or hybrid learning models.

#### ***Background***

##### **Instructional hours**

Minimum instructional hour requirements are intended to ensure that each student has enough educational programming to meet the learning standards and graduation requirements. Instructional hours are defined in statute ([RCW 28A.150.205](#)):

“(1) "Instructional hours" means those hours students are provided the opportunity to engage in **educational activity planned by and under the direction of school district staff**, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.”

The minimum number of instructional hours required is set in statute ([RCW 28A.150.220](#)):

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. All-day kindergarten programs must consist of at least 1,000 hours of instruction.

SBE maintains an [instructional hours FAQ](#) and [interpretive statement](#) on calculation of instructional hours.





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## **Connection to funding models**

Any discussion of instructional hours must factor into consideration the connection between hours and funding models. There are three primary funding models: Basic Education Apportionment (BEA), Alternative Learning Experience (ALE), and Work-Based Learning (WBL). These models are complex. The following is a simplified explanation. For a full explanation, see OSPI's webpages linked below. OSPI's reopening guidance published June 11 indicates that they expect schools to receive their full BEA allocations during this upcoming school year. OSPI notes that they will grapple with instructional hour issues with the Legislature and funding issues with the Legislature and Office of Financial Management. The State Board of Education has rulemaking authority on access to the program of basic education, basic education oversight and compliance, and waivers from minimum basic education requirements.

**BEA:** The BEA rate generally applies to time students are present in school buildings, covering everything from the start of the school day to the end except for lunch. It could be time directly with an educator, time between classes, assemblies, parent-teacher conferencing time, and a wide variety of other scenarios from watching a movie to building robots. However, in effect, homework is not treated as instructional hours in this model. Link to [OSPI School Apportionment and Financial Services site](#).

**ALE:** The Alternative Learning Experience (ALE) model allows schools to elect to go through an approval process with OSPI to offer online instruction or another delivery model that is alternative to traditional classroom time. ALE programs must fulfill additional reporting requirements and typically receive funding at a rate that is lower than the district would otherwise receive. [Link to OSPI ALE site](#).

**WBL:** The Work-Based Learning (WBL) funding model supports some individual experiential learning opportunities like internships but may not support individual projects. The WBL model requires a two-for-one rate where two hours of work-based learning count as one hour at the BEA rate. There are associated reporting and accountability requirements. [Link to OSPI WBL site](#).

**Other:** There are different funding rates for students who go to community colleges for Running Start, Open Doors programs, or skills centers for CTE coursework.

## **Waiver approaches**

Statute establishes several different waiver authorities that could be used to provide needed flexibility. The situations that can be addressed according to statute in many cases are broader than those currently covered by existing waiver programs, which have been more narrowly defined in SBE rule. Therefore, there is opportunity within existing statutory authority to broaden the scope of some



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waivers. In general, waivers are designed to meet specific needs, including emergencies, unusual circumstances, or program specific needs. However, using waivers on a broad scale or for longer term disruptions such as we are facing in the midst of a pandemic may present more challenges.

**180-Day and Instructional Hour Waivers for Improvement of Learning:** School districts may apply for a waiver from the basic education requirement of a minimum 180-day school year. Effective January 1, 2019, the administration of this waiver transferred to OSPI, while SBE retained rule-making authority (RCW [28A.300.750](#)). The 180-day waivers allow for fewer instructional days and are typically administered for parent-teacher conferencing and professional development. They may also be granted to a limited number of districts meeting certain enrollment criteria that propose to operate schools on a flexible calendar for purposes of economy and efficiency (RCW [28A.305.141](#)). Districts receiving this waive must still meet the annual average hour requirements if only requesting a waiver from the 180-day requirement There is also an instructional hours waiver that is not currently in use but the purpose is for the improvement of student learning.

**School Day & Instructional Hours Emergency Closure Waivers:** Statute ([RCW 28A.150.290](#)) grants OSPI authority to establish terms and conditions for allowing school districts to receive state funding when they are unable to meet the minimum hour or day requirements due to unforeseen emergency events, including epidemics.

[RCW 28A.150.290](#) (2)(b) states: "A condition is foreseeable for the purposes of this subsection to the extent a reasonably prudent person would have anticipated prior to August first of the preceding school year that the condition probably would occur during the ensuing school year because of the occurrence of an event or a circumstance which existed during such preceding school year or a prior school year."

On April 29, 2020, OSPI adopted [temporary emergency rules \(Chapter 392-901 WAC\)](#) establishing an Emergency Waiver for hours and days lost during the 2019-20 school year. The terms and conditions to receive full annual allocation of state basic education apportionment included an application process with attached continuous learning plan, aligned with OSPI's grading guidance.

SBE has granted private schools waiver authority for school day, instructional hour, and credit-based graduation requirements for the 2019-2020 school year. Private schools will notify SBE of the use of their waiver authority.

**Waiver for Educational Restructuring:** [RCW 28A.655.180](#) grants the Board broad waiver authority on length of school year that may be useful for providing waivers from 180-day or instructional hour



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requirements, student-to-teacher ratios, and other administrative rules that could support a return to school.

“(1) The state board of education may grant waivers to districts from the provisions of statutes or rules relating to: The length of the school year; student-to-teacher ratios; and other administrative rules that in the opinion of the state board of education may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district.

(2) The state board of education may adopt rules establishing the waiver application process under this section.”

### **Basic Education Oversight**

The annual basic education assurance process will begin on July 31 or early August for the 2020-2021 school year. School reopening plans will be collected along with quantifiable information about local education agency COVID-19 responses and, if necessary, qualitative information about how the local education agency responded. Staff will ask the schools to upload their back to school plans for submission to both OSPI and SBE. Typically, basic education compliance reporting has only been applied to school districts but, due to the challenges that COVID-19 has placed on all local education agencies in Washington, staff plan to ask other non-district local education agencies to complete this reporting. Requirements of the Program of Basic Education are applicable to those non-district entities but in the past they have not been required to complete the basic education assurance process.

### **Broader authority**

Statute ([RCW 28A.150.220](#)) gives SBE rulemaking authority to implement and ensure compliance with Basic Education program requirements:

“(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW [28A.150.250](#) and [28A.150.260](#), and such related supplemental program approval requirements as the state board may establish.”

The laws mentioned above cover access to the program of basic education (RCW [28A.150.250](#)) and the distribution formula for state funding (RCW [28A.150.260](#)). The broad authority to adopt rules affords the Board a range of options in responding to the COVID-19 emergency, such as redefining access and compliance requirements, further definition to instructional hours, and requirements/flexibilities for distance learning.



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**Options**

The Board may wish to further define instructional hours and associated issues of access to the Program of Basic Education and/or revise existing or establish new waiver options allowable within existing statute or request statutory changes.

- **Define what counts as an instructional hour**, in other words, what activities can be included in the total hours. In particular, homework is not included in instructional hours in the traditional basic education conceptualization of instructional hours. However, as districts consider various scheduling options the board could consider defining aspects of remote school work that could be considered instructional time. For example, the Board could define certain aspects of instructional hours such as direct instruction time, student conferencing/advising time, remote work, and other aspects of instructional hours to achieve balance in the ways that learning and supports are delivered.
- **Revise instructional hours waiver requirements** through existing SBE authority, existing OSPI authority, or request legislation to address longer term emergency scenario.
- **Issue guidance to encourage schools to innovate with school calendar** to balance school safety with delivery of education (e.g., balanced calendar, rotating schedules, hybrid in-person and remote instruction, etc.).
- Extend emergency rules into **permanent rules allowing private schools to operate an online program** without having students enrolled at the physical site for the 2020-21 school year. Note this provision was included in emergency rules adopted on April 8, 2020 and is supported by the private schools.

<b>Policy response option</b>	<b>SBE Role</b>	<b>Approach</b>	<b>Timing priority</b>
Define activities that can be counted as instructional hours	Lead	Rulemaking	July
Revise instructional hours waiver requirements to address longer term emergency scenario	Lead	Legislation and/or Rulemaking	July
Encourage schools to innovate with school calendar	Support	Support	July
Private schools online	Lead	Rulemaking	July



## High school graduation requirements

### ***Background***

"The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner." ([RCW 28A.230.090](#)) Graduation requirements are established for students when they enter 9<sup>th</sup> grade, and those requirements remain regardless of when they actually graduate. The three parts of the high school diploma are the High School and Beyond Plan, subject area Credit Requirements, and the Pathway Requirement (see Appendix). Students start meeting graduation requirements in middle school. Washington State History is often taken in 6<sup>th</sup> grade, High School and Beyond Planning must start by 8<sup>th</sup> grade, and many students take math classes or other subjects for high school credit in 7<sup>th</sup> and 8<sup>th</sup> grade. Pathway requirements are generally fulfilled between 10<sup>th</sup> grade through 12<sup>th</sup> grade. The Board's emergency rules adopted in April 2020 focused on graduating seniors and credit waiver provisions expire July 31, 2020. The Board should consider whether further emergency and permanent rulemaking or statutory changes are necessary to address the needs of students at every stage of earning the high school diploma.

### ***The challenge***

The COVID-19 public health crisis presents challenges to students meeting their graduation requirements:

- School closures impact credit-earning opportunities for both subject area credit graduation requirements and course-based pathways.
- Some subjects may be particularly difficult to teach remotely. For example, physical education, arts, laboratory science, and Career and Technical Education present particular challenges.
- Pathway testing options have been impacted – Smarter Balanced, ACT, SAT, ASVAB and IB were cancelled in spring of 2020.
- Because of the impact of school closures on courses and assessments, access to all of the pathways have been compromised.
- Some of the existing flexibilities are expiring.



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- The Class of 2020 is the last class for whom the Expedited Assessment Appeal waiver (EAA) is available. The EAA provided an alternative for students who were unable to meet one of new graduation pathway options.
- Certificate of Individual Achievement (CIA) options are available for students receiving special education services through the Class of 2021. These include completion of the Washington Access to Instruction & Measurement (WA-AIM)<sup>1</sup>, locally determined assessments, and a variety of modifications to the assessment requirements.
- Current school closures will cause ongoing student challenges for recovery of credit and content. For example, students who earn credit for Algebra in middle school have more room in their schedule to make up a credit in another subject area. Alternately, these students have more room for electives, such as taking band throughout high school. If students miss earning Algebra in middle school and must make it up in high school, their high school experience will be more constrained and allow them fewer choices.

### ***Options: Graduation Pathways***

- The Board will consider what type of **pathways flexibility** makes sense for the short term, for which graduating classes and at what level. For example, the Board could request:
  - **Suspending the graduation pathways requirement** statewide for specific graduating classes,
  - **Extending the Expedited Appeals Waiver**, or
  - **Establishing a pathways waiver** to be administered at the local level on a case-by-case basis.
- The Board will also consider recommendations based on the 2020 Stakeholder Feedback Year 1 Report ([see draft](#)). The discussion on this topic will guide development of draft recommendations for Board approval at the July meeting. The recommendations will be

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<sup>1</sup> The Washington Access to Instruction & Measurement (WA-AIM) continues to be available as part of the Smarter Balanced Assessment graduation pathway indefinitely. However, the WA-AIM is only intended to be used by students who have the most significant cognitive disabilities ([approximately 1% of students](#)). The IEP team makes the decision about if it is appropriate for the student to participate in WA-AIM, or if the student should participate in the statewide assessment (with or without accommodations, as determined by the IEP team).



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incorporated into a cover memo for the report, which will be submitted to the Legislature by August 1. These recommendations may also lead to agency request legislation. Some options for consideration include:

- **Additional pathways:** portfolio, employment-based, additional tests, post-secondary credit.
- **Modification of the diploma framework:**
  - Meeting the 24-credit requirements could be added as a pathway
  - Completing the 17 core credits + a pathway
- Concurrently, the Mastery-based Learning Work Group is developing recommendations to increase access to competency based learning. A final report is due to the Legislature in December 2020.

Policy response option	SBE Role	Approach	Timing priority
Pathways flexibility directed at specific graduating classes <ul style="list-style-type: none"> <li>● Suspend graduation pathways requirement; OR</li> <li>● Waive graduation pathways requirement (extend EAA or other local waiver)</li> </ul>	Lead	Legislative request	Immediate
Additional pathways <ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Employment-based (Industry Recognized Credential, Career Launch, Job Placement)</li> <li>● Additional tests (e.g., PiCAT)</li> <li>● Earning post-secondary credit</li> </ul>	Lead	Legislative request	Next session
Modification of diploma framework <ul style="list-style-type: none"> <li>● 24 credits as a pathway</li> <li>● Core + Pathway</li> </ul>	Lead	Legislative request	Longer term
Mastery-based learning workgroup recommendations	Support	Legislative request	Next session and longer term

## Options: Credits

- The Board will consider what **flexibility of credit-based graduation requirements** makes sense for the short term, for which graduating classes and at what level. For example, the Board could request:



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- **Extending emergency waiver authority** for times of unforeseen emergency, with a new rules section on graduation requirements during state or local emergency school closures.
- Delaying implementation of the 24-credit framework (an idea suggested by the field, but not recommended by staff – see [Appendix](#))
- **Credit-based waivers geared at specific graduating classes** (e.g., for Class of 2021, beyond?) that are more limited in scope than the 2020 emergency waiver
  - Increase the number of credits that can be locally waived based on individual student circumstances. If so, how many? (e.g., increase from 2 credits to 4 credits).
  - Allow limited waiver of core credit requirements. If so, which ones? (e.g., allow for waiver of core for subjects that are more difficult to offer through distance learning, such as physical education, arts, laboratory science)
- The Board will consider rules that could be drafted under current authority:
  - **Clarifying the two-for-one option** – the ability of districts to recognize a single course as meeting more than one graduation requirement (similar to CTE course equivalency, but for core courses)
  - **Develop rules to support competency/mastery-based crediting** (see proposal in subsequent memo). The rules would be permissive, not required, and would articulate districts’ existing authority in an explicit way to clarify what is allowed and to support districts in offering these opportunities more widely.
  - **Expand authority to waive Washington State History** (WSH) non-credit graduation requirement
    - The Board does not require this subject for high school credit. Most districts offer WSH in middle school. SBE rules have a waiver of WSH for students who have successfully completed a state history and government course in another state, or eleventh or twelfth graders who missed taking it because of previous residence out-of-state. The waiver language could be expanded to cover seniors who missed taking the course because of emergency school closure.





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- Develop a statewide High School and Beyond Plan online course for credit.** Despite anticipated budget challenges, this could be a timely option to provide students support needed to prioritize their high school schedule and plan for postsecondary options. OSPI currently identifies electronic platforms for the High School and Beyond Plan, but there is not a defined curriculum for a credit bearing High School and Beyond course. Such a course could also incorporate some of the learning standards above (particularly financial education).

<b>Policy response option</b>	<b>SBE Role</b>	<b>Approach</b>	<b>Timing priority</b>
Extend emergency waiver authority for times of unforeseen emergency	Lead	Statute (request authority) and rule	Immediate
Credit-based waivers geared at specific graduating classes	Lead	Statute (request authority) and rule	Immediate
Clarifying in rule the ability of districts to recognize a single course as meeting more than one graduation requirement	Lead	Rulemaking	July
Clarifying in rule options for competency-based crediting	Lead	Rulemaking	July
Extend waiver of WA State History non-credit graduation requirement for specific graduating classes	Lead	Rulemaking	Parking lot?
Develop statewide HSBP online course for credit	Partner with OSPI	Budget request or grant application	Parking lot



## Appendix—Additional Background

### Purpose of the diploma

The State Board’s vision is of an education system that prepares all students for civic engagement, careers, postsecondary education, and lifelong learning. In support of this vision, the Board has worked to create high school diploma requirements that are both rigorous and flexible. In Washington, high school students must meet credit requirements and graduation pathway option requirements both of which must be aligned with a High School and Beyond Plan that begins by the 8<sup>th</sup> grade.

### 24-credit framework

The 24-credit framework (see infographic on page 19) was designed to be flexible, meaningful, and achievable for all students. Key elements of the framework include:

- 7 of the 24 credits are flexible credits; these include 4 elective credits and 3 Personalized Pathway Requirements that are chosen by students based on their interest and their High School and Beyond Plans.
- 17 of the 24 credits are mandatory core subject areas. While the subject areas are defined, there are a number of course options that may be used to meet these requirements.
- 2 of the flexible credits may be waived locally for students based on “individual student circumstances” as defined by local district policy.
- The 24-credit framework was first required for the class of 2019. However, for districts that needed more time to implement the 24 credit framework, E2SSB 6552 provided authority to the SBE to waive implementation of the framework for up to two years. As a result, the class of 2021 is the first graduating class where all students statewide would be required to meet the 24-credit diploma requirements.

### Learning standards

Washington has subject area learning standards that districts must teach, and that students should know and be able to do. SBE has some authority for learning standards: the Board may recommend new learning standards, and the Board provides consultation to OSPI in the adoption of learning standards ([RCW 28A.655.070](#)). State assessments are aligned to learning standards, and SBE sets the scores for meeting standard on state assessments, as well as the assessments associated with pathways ([RCW 28A.305.130](#)).



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Each of the core graduation subject areas have associated learning standards. However, some learning standards do not have a specific corresponding credit or course requirement. It is left to local districts to decide how to incorporate these standards in the local educational program. These learning standards and curricula include:

- Computer Science learning standards
- Educational Technology learning standards
- Environment and Sustainability learning standards
- Financial Education learning standards
- Since Time Immemorial: Tribal Sovereignty in Washington State curriculum.
  - [RCW 28A.320.170](#) requires that districts incorporate this curricula to be taught in social studies. The Washington State History rule refers to including “information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state.” If Washington State History is waived for a student, the requirement to teach Since Time Immemorial is not waived for the district.

OSPI’s Reopening Washington Schools 2020 District Planning Guide encourages districts to narrow and focus learning standards. OSPI will provide supports for districts doing this work, and will “lead an effort over the next year to narrow and focus learning standards by grade level and content area, with an initial focus on early literacy.” (p. 25)

### **On delaying the 24-credit requirement**

Some stakeholders have proposed “delaying implementing the 24-credit requirements” as an idea for addressing the challenges presented by the COVID emergency on students meeting credit requirements. This proposition is more complex than it seems because it means reverting to rules that have expired. The expired rules are less flexible than the 24-credit requirements in some ways. In addition, districts have already done the work of implement the 24-credit requirements. Reverting to the expired rules would mean undoing some of this work and creating additional processes to meet the requirements of the expired rules.

- The 24-credit requirements ([WAC 180-51-068 and WAC 180-51-210](#)) apply to the Class of 2019 and beyond; most districts started implementing the 24-credit requirements in the 2015-16 school year for their incoming 9<sup>th</sup> graders. These districts have now fully implemented the 24-credit requirements, which have now applied to two graduating classes (the Classes of 2019 and 2020).



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- Some districts received a waiver to delay implementing the 24-credit requirements; these districts should have started implementing the new requirements in 2017 for the Class of 2021.
- Starting this fall, high school in students in **all** districts have had the 24-credit graduation requirements throughout their high school careers.
- Changing graduation requirements for classes already in high school is usually not done unless it eliminates requirements or provides flexibilities.
  - Reverting to expired rules ([WAC 180-51-067](#)) would eliminate some requirements for student but would also **decrease flexibility** in some ways.
    - The math requirement in the expired rule was algebra 2; students were able take a different third credit of math only after a special meeting with the student, parent/guardian, and a school representative.
    - The two-credit waiver for individual student circumstances is available under the 24-credit requirements. It is **not** available under the 20-credit requirements.

## Differences between the 24-credit requirements and the previous (20-credit) requirements

The rules are the same for these subject areas: English, social studies, physical education, Career and Technical Education.

<a href="#">WAC 180-51-067</a> (20-credit requirement)	<a href="#">WAC 180-51-068</a> (24-credit requirements)
16 core subject areas and 4 elective credits	17 core subject areas (an additional science credit) and 7 flexible credits
3 math credits--algebra 1, geometry and algebra 2 (students may take a different math course other than algebra 2 after a special meeting with student, parent, and school representative)	3 math credits—algebra 1, geometry, and a third credit of math
2 science credits, with one lab	3 science credits, with two labs
4 elective credits	7 flexible credits, including 4 electives and 3 Personalized Pathway Requirements (an additional arts credits and two world language credit, or up to three electives that must align with the student’s High School and Beyond Plan)
No credit waiver for individual student circumstances	2-credit waiver for individual student circumstances



# FLEXIBLE. MEANINGFUL. ACHIEVABLE.

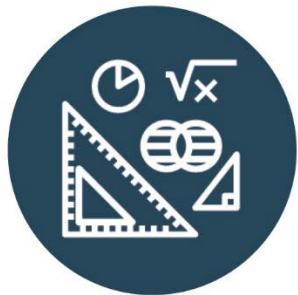
The Washington State High School Diploma provides students with the skills and knowledge needed to pursue their dreams and demonstrate that no matter what path they pursue after high school, they are ready for work, continued education, and other opportunities.

## MIDDLE SCHOOL

## HIGH SCHOOL

## POST-GRADUATION

Opportunities to earn high school credit  
Sign up for the College Bound Scholarship  
Start the High School and Beyond Plan

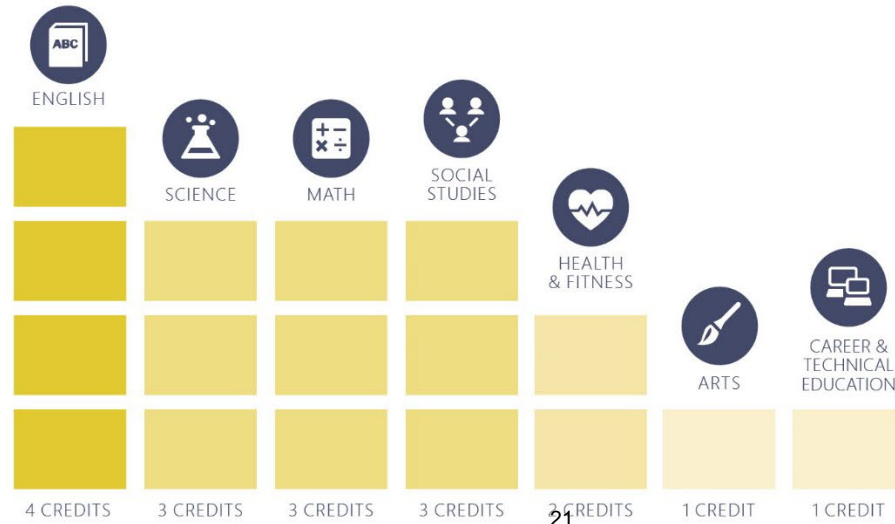


### Credit & Subject Area Requirements\*\*

24 TOTAL CREDITS

17 FOUNDATIONAL

7 ELECTIVES

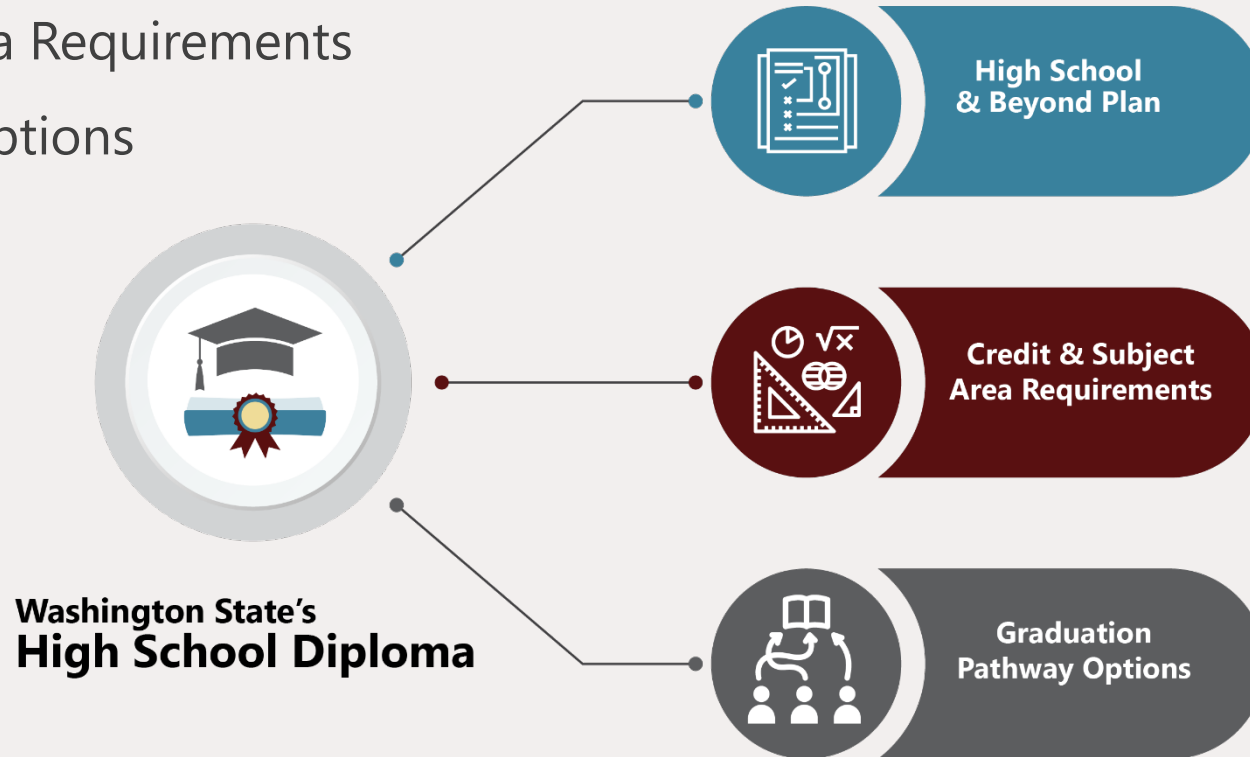


2-OR 4-YEAR COLLEGE



# Washington's HS Diploma

- High School and Beyond Plan
- Credit and Subject Area Requirements
- Graduation Pathway Options



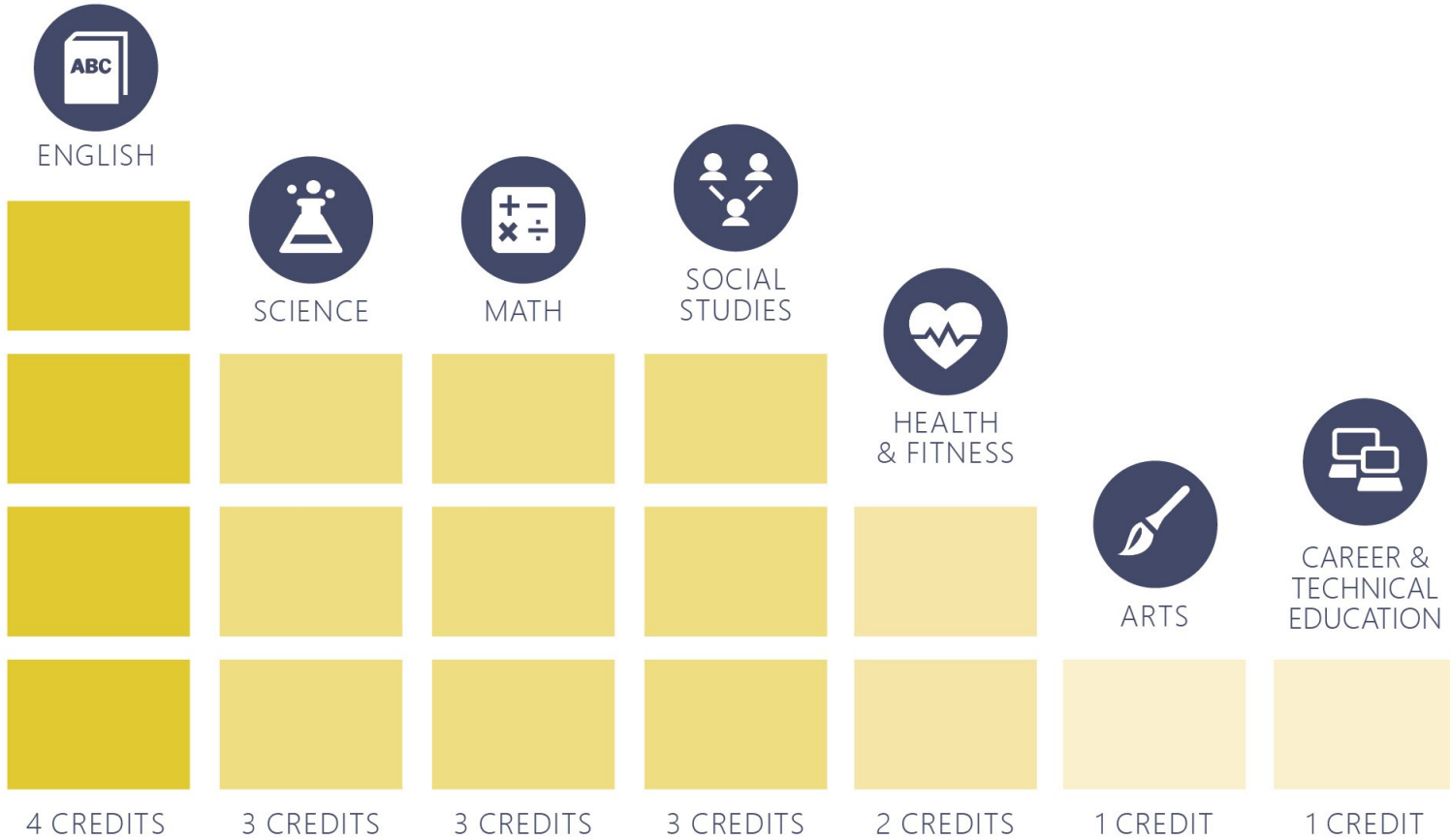
# HIGH SCHOOL



24 TOTAL CREDITS

17 FOUNDATIONAL

7 ELECTIVES



\* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

**June 10, 2020**

**Dear colleagues:**

***I humbly submit these thoughts and resources for your consideration in preparation for our future discussions:***

- ***What are our “levers” to affect change right now and in the near future?***
- ***We have advocacy leverage if we don’t have the direct authority***
- ***We must realize that there will be a tremendous pull for things to go back to the way they were, which was not working for most children, and was actually traumatizing our young people.***

***How can we be bold and INCENTIVIZE those positive changes that we must see in our education system to make it RIGHT for every student?***

***-MJ Bolt, Vice Chair, Washington State Board of Education***

From Fernell Miller:

Our common goal of making it "right" over making it "better" will keep our focus on healing all of our children. I truly believe we cannot educate our youth until we address the truth and historicize what and how the educational system was designed to accomplish. I loved the statement from James Balwin that "These are all our children. We will profit by, or pay for, whatever they become." Education Reparations regarding curriculum are in order and we are taking the first step by centering students.

Here are the references we discussed;

[How are the Children-Tim Harris-Tedx Talk - 15 min](#)

[How are the Children - Storybook - 2 min](#)

Dr Luvelle Brown, Ithaca City Schools District Superintendent just made the most of his time behind the mic!! Listen to his vision for what schools could be like if we use this time to really consider equitable, culturally responsive, and inclusive models for how we do school. Sound familiar? Check out the podcast here:

<https://www.google.com/amp/s/amp.wbur.org/onpoint/2020/05/28/school-fall-coronavirus-learnin>

A case for [Education Reparations regarding Funding](#) of our schools by Maureen Kelleher. The real money lies in local property wealth, which has never been a force for equity. It's time to understand the history of how that wealth was generated and rethink our reliance on it to educate students.

White community is asking Black Community; How are you? Fernell's response:

[Blog: We are ALL Rooted in Racism - The Root Of Us](#)



Survey: <https://www.therootofus.com/inaugural-survey>

***[Fernell further asked me this in a follow-up email:]***

Also, I wanted to check in on how the State is going to address and acknowledge it's part in the trauma and pain our students have suffered and endured under the intended service of public education. I would like to help you model that. The only models the public has witness or been exposed to are publicity statements by a representative or publicist after being "caught" instead of coming correct. Please reach out when you have a moment so I may elaborate.

Fernell Miller,  
Diversity, Equity & Inclusion Solutionist  
Educator | Coach | Speaker  
The Root of Us

COVID-19 as a catalyst for educational change  
Yong Zhao  
<https://link.springer.com/article/10.1007/s11125-020-09477-y>

Three Jobs to be done as school communities grapple with the pandemic and the road ahead: Respond, Recover, Reinvent. @TranscendBuilds synthesizes insights from schools, systems, educators, families, and organizations across our nation.

<https://static1.squarespace.com/static/55ca46dee4b0fc536f717de8/t/5ea333afbcf54e479b342873/1587753908967/Three+Jobs+Transcend+20200424.pdf>

"Show me a school where strong relationships do not exist and I'll show you an underperforming school. Show me a school where relationships are intentional, however, and I'll show you a school with unlimited potential." Excerpt From Closing the Attitude Gap  
@PrincipalKafele

Rodney Robinson [2019 National Teacher of the Year]  
@RodRobinsonRVA

As the country becomes more diverse, student test scores are dropping. These tests are measuring whiteness rather than abilities. We need to get rid of testing so true learning can happen with our kids.

[Aurora Institute](#)  
@Aurora\_Inst

"For too long, we have prioritized seat time over student learning. That old notion is costing students and communities significant productivity." via Tony Smith  
@thehill

***Lastly, I submit this for your consideration:***

I have had the opportunity lately to participate in some amazing discussions lately, all centered around the opportunity that we have right now to REIMAGINE education. Last week I was on a Zoom call, where a friend shared with me some feedback from a student survey. The student shared that they were feeling less anxious now, during this time of “distance-learning” in our state where our schools are closed, because they weren’t having to deal with the daily pressure of feeling like they had to assimilate to the white culture that exists in our schools. This revelation has had extreme impact on me as I continue to think about it. I’ve been trying to share this reality with as many as I can. I realize that this is not every students’ reality, and that some are feeling the exact opposite – that they are “less safe” being at home right now versus at school. How can we get it right for every student?

With strong urgings from some new friends, I say we must. We have the opportunity right now to ask and engage with every student, with every family, with every community member. I know this is a tall order. However, we can no longer settle for less than for our students, our children. They are all our students, every single one of them. Our education system was not started in this country with every student in mind, and we cannot just keep “tweaking” the model. We have the opportunity right now to reimagine what school should be, what it needs to be, what is must be. It MUST be – at the least - a safe place for each of our students, for our most vulnerable. How are we going to know unless we ask each of them. From every student that has been incarcerated, to every student that is disengaged, to every black and brown student, to every special education student, to every “A” student, to every “F” student – we must ask them and listen, and validate what they tell us. These are people – are most treasured humans, our future. Unless we validate them, we run the risk of losing our future. We cannot keep doing business as usual.

I am hearing many schools and districts taking this opportunity to engage their communities, their parents and their students, in gathering feedback around how this “distance-learning is going. I applaud those organizations! I implore every education agency, organization, school and person to ensure that we CO-CREATE the education of our youth WITH students at every level. We cannot afford to leave them out of the design any longer. We can’t afford to continue “educating” like the student isn’t at the core of their learning. We don’t stand for this as adults – why would we for our children?

I hope that every decision made about our education system from here on out ensures that this feedback from students and parents and community is at the core of every decision and is valued as the most imperative policy. Not standards, not curriculum, not credits, not grades. Their interests, their passions need to be at the center of their learning. We have brilliant humans in our schools that are just waiting for a chance to be ignited with passion. Students must feel valued, treasured, welcomed and celebrated if they are going to feel safe enough to learn. If we don’t get this right, we might as well throw the rest of the “education system” away. We MUST ensure every single student’s feeling of safe-ness is at the core of everything we do in education. This is how we build a system that will be right!

I am speaking on behalf of myself and not the Washington State Board of Education.

MJ Bolt

Washington State Board of Education, Vice-Chair, Eastern Washington Elected Representative



## Summary of COVID-19 Surveys

Numerous state agencies, national organizations, advocacy groups, and school districts engaged with stakeholders through a variety of surveys to seek stakeholder perspectives on student engagement, online learning, and high school graduation during the COVID-19 school closures. The instruments provide information, feedback, and summarize perceptions on the current educational landscape broadly framed through the questions shown below.

1. What are the services are schools and school districts providing to students and families during the COVID-19 school closures and what services are families seeking?
2. Are students, families, and stakeholders receiving the high quality services necessary to maintain adequate levels of learning for students, especially for students who are English learners, who receive special education services, and those from lower income households?
3. What are the perceptions of the current graduation pathway options, suggestions for changes, perceived barriers, perceptions on equitable access, and should other pathway options should be developed?

Every student is experiencing the impact of the coronavirus through the combination of school closures, threats to health, and social isolation to differing degrees. The COVID-19 school closures caused substantial disruptions to most students' education this semester and impacts to the education of many students could extend well into the future. Underserved students (e.g. those who come from low-income families and or self-identify their race/ethnicity as other than White) face numerous structural barriers to educational success and those barriers are amplified or compounded because of the COVID-19 school closures.

The COVID-19 crisis has exposed some old truths. Where you live and what school you attend has profound impacts on what students can expect to get out of public education. Some students get instruction from teachers while others don't; some students choose from a multitude of personalized learning pathways while others get packets of worksheets. The result is widening inequities among students attending different schools and districts. In practice, this means that many of the students who were already behind will fall even farther behind.



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Table 1: summary of selected surveys conducted by various organizations on student and parent perceptions of student learning at the time of COVID-19 school closures.

Source Agency or Organization	Respondents	Notable Findings
<a href="#">ParentsTogether</a>	1,594 parents Nationally via Facebook Messenger	<p>The results reveal disparities in the success of remote learning depending on family income, and show that remote learning is jeopardizing the education of our most vulnerable students.</p> <ul style="list-style-type: none"> <li>• Students from homes with incomes of &lt;\$25,000/year are ten times more likely (38% vs. 3.7%) to be doing little to no remote learning than peers from homes making &gt;\$100,000/year.</li> <li>• Students from low-income homes are five times more likely (11% vs. 2%) to go to a school not offering distance learning materials or activities.</li> <li>• 13 percent of those from low-income homes have either no device or no internet, compared to one percent of families with incomes &gt;\$50,000/year.</li> <li>• 39 percent of parents whose kids should be receiving individualized support say they are not receiving any support at all.</li> <li>• Children with IEPs are twice as likely as their non-IEP peers to be doing little or no remote learning (35% vs. 17%).</li> <li>• Parents are twice as likely to report that distance learning is going poorly for their children with an IEP as compared to parents of children without an IEP (40% vs. 19%).</li> </ul>
<a href="#">Schoolhouse Washington</a>	McKinney Vento liaisons from 74 WA school districts	<ul style="list-style-type: none"> <li>• Aside from food assistance, 78 percent of respondents cited access to mobile hotspots/internet access as the single greatest need of highly mobile students or students experiencing homelessness.</li> <li>• 74 percent of liaisons representing highly mobile students or students experiencing homelessness cited access to devices (e.g. tablets) as one of the greatest learning needs of students.</li> <li>• 47 percent of those surveyed indicated that students were receiving teaching support, homework, and curriculum packets in support of distance learning.</li> </ul>
<a href="#">Prichard Committee Kentucky</a>	Student Social Media, 9,500 responses	<p>Student mental health is generally lower and students find online learning a generally negative experience. Analyses are pending.</p> <ul style="list-style-type: none"> <li>• Student mental health (depression, communication with friends is not happening the same way, feelings of isolation), more grateful feelings, more outside time.</li> <li>• Overall, students are dissatisfied with distance learning and do not find it meaningful.</li> <li>• Wi-Fi access is a barrier. Quite a few students are having issues with access to technology as whole.</li> </ul>
<a href="#">OSPI</a>	School District Administrators,	<ul style="list-style-type: none"> <li>• 29 and 16 percent of districts have not provided educators or students (respectively) with options for accessing internet connectivity.</li> </ul>



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Source Agency or Organization	Respondents	Notable Findings
	response rate is 73-84% depending on response week	<ul style="list-style-type: none"> <li>Regarding challenges in providing online services, 23 percent of districts cite inadequate or inequitable broadband access or connectivity, 16 percent of districts cite meeting the needs of special populations of students, and 11 percent of districts cite providing educators with adequate training.</li> <li>A high percentage of districts are supporting HS seniors in varying ways to ensure graduation requirements are met.</li> </ul>
<a href="#">Education Trust</a>	881 parents of students in WA public schools	<p>Parents are very concerned about their child falling behind academically because of not being in school. There are large gaps between what parents want and what is currently available to them during school closures.</p> <ul style="list-style-type: none"> <li>Non-college parents, parents of color, and parents in the Vancouver and Yakima regions were particularly concerned.</li> <li>Higher concerns from parents of high school students on the topics of falling behind and being on-track to graduate.</li> <li>Parents were concerned about students' lack of stimulation while at home and about their children's mental well-being.</li> <li>Higher levels of stress were noted for parents of students with an IEP and in households with income less than \$50,000/year.</li> </ul>
<a href="#">Center for Educational Effectiveness</a>	8,435 WA respondents	<p>Limited and high level data is not readily accessible.</p> <ul style="list-style-type: none"> <li>Currently, 65 percent of students generally feel supported which is down from 82 percent six weeks prior.</li> <li>Currently, 68 percent of students feel as though they are provided direction on how to use learning resources, which is down from 82 percent six weeks prior.</li> <li>Currently, students, parents, and educators are less worried about COVID-19 as compared to six weeks prior.</li> </ul>
<a href="#">Pew Research Center</a>	National sample of 4,917 parent panelists from a pool of 23,440 candidates	<p>Lower income parents are most concerned about their children falling behind amid COVID-19 school closures.</p> <ul style="list-style-type: none"> <li>83 percent of parents (regardless of income level) are somewhat/very satisfied with the way their children's school is handling remote learning.</li> <li>Parents earning lower incomes are more likely to be somewhat/very concerned about their children falling behind in school as a result if school closures (76 percent vs. 57 percent), as compared to middle and upper income earning parents.</li> </ul>



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Source Agency or Organization	Respondents	Notable Findings
		<ul style="list-style-type: none"> <li>Parents with lower incomes are more likely to report that their children have received little or no instruction from their school since it closed (31 percent vs. 13-18 percent) as compared to middle and upper income earning parents.</li> </ul>
<a href="#">Education Week</a>	Unspecified number of responses from teachers	<p>COVID-19 school closures forced students and teachers into remote learning and survey responses indicate that the children with the greatest need are getting the least support.</p> <ul style="list-style-type: none"> <li>Since schools closed, 37 percent of teachers said they have interacted with their students daily or more.</li> <li>82 percent of teachers confirm that their students' current level of engagement is lower their engagement level prior to the school closures.</li> <li>Since the school closures, 71 percent of teachers report that they spend less time on instruction, 69 percent spend less time presenting new content, and 59 percent spend more time on reviewing material already taught.</li> <li>Before the closures, all students spent six hours per day learning. After the closures, students at low poverty schools (&lt;25% FRL) spend three hours per day learning, and students at high poverty schools (&gt;75% FRL) spent two hours per day learning.</li> </ul>
<a href="#">Common Sense Media</a>	849 teens (13 to 17 years old), national sample, closed April 1	<ul style="list-style-type: none"> <li>Hispanic students (70 percent) and Black students (66 percent) were worried about keeping up with schoolwork as compared to 49 percent of White students.</li> <li>28 percent of students report connecting with their teacher less than once a week.</li> <li>53 percent of students reported they attended an online or virtual class.</li> </ul>
<a href="#">Learning Heroes</a>	3,645 parents across nation, offered in English and Spanish	<p>COVID-19 closures resulted in parents being activated to redefine relationships between schools and homes that is expected to extend into the next school year.</p> <ul style="list-style-type: none"> <li>95 percent of parents have heard from their child's teacher in some way, but only 33 percent report that they have regular access to their child's teacher.</li> <li>30 to 40 percent of parents report that they received key learning resources including: daily/weekly expectations, video lessons, electronic class materials, online guidance resources, regular access to teachers, and personal technology. Only 10 to 25 percent of parents report that they received personalized learning resources.</li> <li>There are large gaps between what parents think would be most helpful and what parents actually receive. 80 percent of parents find texts and telephone calls most effective but only 25-30 percent of teachers are using those modes of contact.</li> </ul>



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Source Agency or Organization	Respondents	Notable Findings
Olympia School District	902 students and 1,744 parents	<ul style="list-style-type: none"> <li>• 40 percent of students rate their overall experience with distance learning as Good, Very Good, or Excellent.</li> <li>• 41 percent of students rate the quality of online learning resources as Good, Very Good, or Excellent.</li> <li>• 70 to 75 percent of parents want more teacher-student and teacher-parent online interactions</li> </ul>
SBE – Strobel Consulting	1,908 survey respondents and 47 focus group participants	<ul style="list-style-type: none"> <li>• Many stakeholders indicated they felt uninformed about the various graduation pathway options and subsequently there is a great need for additional communication, for all stakeholders, regarding the graduation pathway options, especially in respect to the CTE pathway.</li> <li>• Overwhelmingly, both adults (parents, educators, community members, etc.) and students expressed positive attitudes towards the availability of multiple pathway options for graduating.</li> <li>• In order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services and other marginalized populations, there needs to be pathway options that focus on employability, skills needed to live independently and where math and English proficiency is demonstrated in an applied way.</li> <li>• The majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school.</li> <li>• Capstone Project/Portfolio/Body of Evidence Pathway – A number of survey respondents and focus group participants indicated there is a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment.</li> </ul>
<a href="#">Active Minds</a>	3,239 HS and college student respondents, national sample	<p>High school students are mostly hopeful about their future, but face challenges during the time of COVID-19 school closures.</p> <ul style="list-style-type: none"> <li>• 55 percent of high school students surveyed do not know where to go to get help for their mental health.</li> <li>• 71 percent of high school students report difficulty in focusing on school work with at home distractions.</li> <li>• 77 percent of high school students are hopeful or extremely hopeful about achieving school-related goals and future job prospects.</li> </ul>
<a href="#">EdChoice</a>	510 parents of school aged children	<ul style="list-style-type: none"> <li>• 68 percent confirmed that their children's school communicated a coronavirus preparedness plan.</li> <li>• 68 percent of parents are somewhat/very concerned about their children missing instruction time.</li> <li>• 66 percent of parents are somewhat/very concerned about their children being exposed to coronavirus at school.</li> </ul>





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Source Agency or Organization	Respondents	Notable Findings
		<ul style="list-style-type: none"> <li>71 percent of parents and 67 percent of teachers claim to be somewhat/very prepared to facilitate online instruction for their school aged children or students.</li> </ul>
<a href="#">RNL</a>	2,689 High School Counselors, national sample	<ul style="list-style-type: none"> <li>100 percent of high school juniors are concerned that pass/fail grading will have an effect on college admission</li> <li>97 percent of high school counselors claim to be communicating with parents and students regularly via email, approximately 50 to 60 communicating by phone, 14 to 25 percent via text messages, and 15 to 20 percent vial social media.</li> </ul>
<a href="#">ACT</a>	13,000 college bound high school students from 2020 ACT registrations	<ul style="list-style-type: none"> <li>Nearly all respondents reported receiving some instruction from at least some of their teachers and 76 percent of students received online instruction as compared to receiving printed materials.</li> <li>Students of color (23 percent) and students whose parents did not attend college (24 percent) were more likely to say that they needed help learning the content their teachers were asking of them than White students (16 percent)</li> <li>19 percent of students had only a smartphone to complete their online schoolwork and 11 percent of those students had to share that smartphone with other household members.</li> <li>23 percent of students with access to a desktop, laptop, or tablet had to share access to the device with one or more household members.</li> </ul>
<a href="#">American Institutes for Research (AIR)</a>	Recently Launched	<p>Results Pending</p> <p>The survey will be sent to school districts in every U.S. state and Washington, D.C. across the country, and will gather information in six key areas.</p> <ul style="list-style-type: none"> <li>Timing of school closures due to COVID-19,</li> <li>Distance learning approaches and challenges,</li> <li>Supporting students with disabilities and English learners,</li> <li>District policies and requirements, such as grading and graduation,</li> <li>Staffing and human resources, and</li> <li>Health, well-being and safety.</li> </ul>
<a href="#">Stand for Children</a>	Student Voice Survey, Recently Launched	Results Pending
<a href="#">Washington School Public Relations Assoc.</a>	Annual Family Survey, 2020	Results Pending



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<b>Source Agency or Organization</b>	<b>Respondents</b>	<b>Notable Findings</b>
	Survey Not yet Launched	
<a href="#">The Root of Us</a>	Student, Parent, & Staff Survey, Just Launched	Results Pending
<a href="#">Black Education Strategy Roundtable</a>	Student, Parent, & Staff Survey, Just Launched	Survey closed May 22, Data Pending Link to the Root of Us Survey



## Strategic Plan Priority | System Design

Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.

### Copy of Instructional Hours FAQ

PREPARED FOR THE JUNE 2020 SPECIAL BOARD MEETING

This is a transcript of the instructional hours FAQ on the SBE website.

#### Instructional Hours:

#### 1. What is the basic education requirement for minimum instructional hour offerings in grades one through twelve?

Beginning with the 2015-16 school year, each school district shall make available to students instructional hour offerings of at least a district-wide average 1,080 hours in grades nine through 12, and at least a district-wide average 1,000 hours in grades one through eight. The district calculation for compliance may be made as a district-wide annual average over grades one through 12. This equates to a district-wide annual average 1,027 instructional hours. -- [RCW 28A.150.220\(2\)](#).

#### 2. How has the instructional hour requirement changed?

ESHB 2261, 2009 Session, directed that the minimum offering of instructional hours be increased, for students in grades 1-12, from a district-wide annual average of at least 1,000 hours to 1,080 hours in each of grades 7-12 and 1,000 hours in each of grades 1-6, according to schedule to be adopted by the Legislature. Legislation passed in 2011 amended the statute to add that implementation could not take place before the 2014-15 school year. The 2013-15 operating budget act implemented the instructional hour requirement in established by ESHB 2261, beginning with the 2014-15 school year.

E2SSB 6552, 2014 Session, amended [RCW 28A.150.220\(2\)](#) to replace these instructional hour requirements with those described in question 1 above. The 2014 supplemental budget eliminated the provision of the original biennial budget requiring implementation of the 1,000/1,080-hour requirements in the 2014-15 school year.

The change in minimum instructional hours for the 2015-16 school year is therefore as follows:

<b>School Year 2014-15</b>	<b>School Year 2015-16</b>
District-wide annual average 1,000 hours in grades 1-12.	District-wide annual average 1,000 hours in grades 1-8 and 1,080 hours in grades 9-12, which may be calculated as a district-wide average in grades 1-12 (1,027 hours.)

### 3. What is the SBE rule for implementation of the requirement?

In July 2014 the SBE adopted amended [WAC 180-16-200](#) to implement the change made by the Legislature in E2SSB 6552. The SBE rule provides that, beginning with the 2015-16 school year, districts may demonstrate compliance with [RCW 28A.150.220\(2\)](#) by offering 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, or a district-wide average of 1,027 hours in grades 1-12.

### 4. What is the definition of instructional hours?

"Instructional hours" is defined for purposes of basic education as follows:

*"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals. – RCW 28A.150.205*

In a plain reading, therefore, "instructional hours" includes all time in a school day from the beginning of the first scheduled class period to the end of the last scheduled class period, reduced by time actually spent for meals.

The definition is unchanged from its enactment in 1992. The changes made in the requirement for instructional hours in 2013 and 2014 were not accompanied by any change in how instructional hours are defined or counted for the purpose of basic education compliance.

## 5. Does time scheduled by a district before the first class and after the last class in a school day count toward the instructional hour requirement?

No. The phrase "inclusive of intermission for class changes" clearly refers to the time between one class and the next. Scheduled time before classes begin (sometimes referred to as "zero period") cannot by definition be time between one class and the next. The same applies to time scheduled after the last period of the day.

SBE has been asked what counts as "passing time" for calculating instructional hours. The term "passing time" is not a term that appears in law. The language in the statute is "intermission for class changes," which has a different and more specific meaning than might be accorded the phrase "passing time."

## 6. Do before- and after-school programs provided to some students count toward the instructional hour requirement?

No, they do not.

The word "students" is not defined in RCW 28A.150.205; however, the legal analysis provided to us suggests that "all students" enrolled in grades kindergarten through twelfth grade must be provided the required hours of instruction as set forth in RCW 28A.150.220(2).

When the Legislature prescribes a definition applicable to all public schools within a district, it is reasonable to presume it is intended to cover all students. This is consistent with other K-12 statutes governing the education system in this state. To cite one of many examples, RCW 28A.230.130(1), requiring public high schools to provide a program for "students" to meet minimum entrance requirements at baccalaureate granting institutions or to pursue a career or other opportunities, plainly requires that such program be provided to all students, not just some. Construing "students" in RCW 28A.150.205, defining "instructional hours" for basic education, to mean only some students would be inconsistent with this statutory framework.

Interpreting "students" in RCW 28A.150.205 to mean only "some students," therefore, is inconsistent with the structure of basic education law, and negates the intent of the Legislature in increasing the number of instructional hours deemed needed to meet the goals of basic education.

## 7. Do optional educational activities offered before or after school to all children count toward the instructional hour requirement?

No. The analysis is similar to that for the previous question. Offering educational activity to students before or after school that may, in theory, be open to all (e.g., chess or band) does not satisfy the intent of the Legislature in increasing the number of instructional hours deemed needed to meet the basic education purposes set out in RCW 28A.150.220.

## 8. Is there a standard time that should be reduced from the calculation of instructional hours for time spent for lunch?

There is no provision in basic education law setting guard rails around "time actually spent for meals" in the definition of instructional hours. Other law, however, may condition how districts make this determination.

RCW 28A.405.460, for example, provides that all certificated employees shall be allowed reasonable lunch period of not less than thirty continuous minutes during the regular school lunch periods and during which they shall have no assigned duties, unless they work out other arrangements by mutual consent. Children therefore cannot be under the supervision of certificated staff during those thirty minutes.

The Department of Labor & Industries requires by rule that an adult employee (public or private) must be allowed at least a 30-minute meal period starting no earlier than two hours and no later than five hours from the beginning of a shift. (WAC 296-126-092.)

## 9. Are school districts that have 180-day waivers required to meet the new instructional hour requirement?

Yes. WAC 180-18-040 provides that a district granted a 180-day waiver under the authority given the SBE by RCW 28A.150.305 is still required under its waiver plan to offer "the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such district." WAC 180-18-050 provides that the school board resolution that accompanies the waiver application "must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan."

## 10. If a district has a 180-day waiver for the sole purpose of teacher-parent conferences, can hours in the waiver days be counted toward the instructional hour requirement?

Yes. The definition of "instructional hours" includes "teacher-parent/guardian conferences that are planned by and scheduled by the district for the purpose of discussing students' educational needs or progress." Whether those conferences take place through late starts, early releases, or in full days enabled by a BEA waiver does not affect whether the time devoted to that activity may be counted toward the instructional hours requirement. It can.

After the start of the school year, districts should not add parent-teacher conference hours to make up for time lost due to non-instructional purposes such as emergencies (for example, snow days).

11. If a district has a 180-day waiver for the purpose of staff professional development, can hours in the waiver days be counted toward the instructional hour requirement?

No. Staff professional development is not within the definition of instructional hours provided in RCW 28A.150.205. A district that has a 180-day waiver approved for 2014-15 for the purpose of professional development may have to determine whether it could use each and all of the waiver days approved while still meeting the instructional hours requirement.

12. Under current law, a school district can schedule the last five days of a 180-day school for noninstructional purposes, such as graduation-related activities, for high school seniors graduating that spring. Can those five days be counted toward the minimum instructional hour offering of 1,080 hours in Grade 12?

Yes E2SSB 6552, 2014 Session, amended [RCW 28A.150.220\(5\)](#) to provide that for graduating seniors, any hours scheduled by a school district for noninstructional purposes, including but not limited to the observance of graduation and early release from school upon the request of a student, shall count toward the instructional hours requirement in RCW 28A.150.220(2).

13. Are students in Alternative Learning Experiences (ALE) receiving basic education?

Yes, ALE is a delivery model for basic education. Therefore, all ALE courses and programs must meet the requirements of basic education in order to claim state funding.

14. How are instructional hours for students in ALE calculated in basic education compliance?

ALE students are included in the district-wide annual average instructional offering requirements in RCW 28A.150.220. Districts have two options to meet the requirements:

Districts must provide at least 1,080 instructional hours to students in grades 9-12 and 1,000 instructional hours to students in grades 1-8.

The instructional hours may be calculated by a school district using a district-wide annual average of instructional hours over grades 1-12 to reach 1027 hours

Under RCW 28A.150.315, full 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.

Districts should include ALE students in their calculation of district-wide annual average instructional hours, based on the average estimated hours written into full-time student WSLPs.

1000 hours of instruction equates to 27 hours and 45 minutes weekly.

1027 hours of instruction equates to 28 hours and 30 minutes weekly.

1080 hours of instruction equates to 30 hours weekly.

ALE programs may need to write WSLPs to include more than 25 hours/week in order to ensure the district-wide annual average doesn't fall below the requirements but hours cannot exceed the amount of hours available at the traditional school setting.

For more information on ALE, please visit the OSPI ALE site at <http://digitallearning.k12.wa.us/>

For more information, please contact Parker Teed, Basic Education Manager, at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)





## Strategic Plan Priority | System Design

Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.

### Description of Business Items

*PREPARED FOR THE JUNE 2020 WORK SESSION*

This memo summarizes the business items related to rulemaking on state support of public schools (i.e. basic education oversight) and waivers for restructuring purposes (i.e. waivers from time, graduation, or other requirements).

#### **Materials included in packet:**

- Memo on Policy Options
- Motion Language

#### **Synopsis:**

Staff recommend that the Board initiate rulemaking on Chapter 180-16 (State Support of Public Schools) and 180-18 (Waivers for Restructuring Purposes) WAC. Chapter 180-16 WAC (State Support of Public Schools) contains rules on basic education compliance and further rulemaking could be used to ensure access to the Program of Basic Education. Chapter 180-18 WAC (Waivers for Restructuring Purposes) would allow the Board to establish or modify rules on waivers from minimum requirements of the Program of Basic Education including hours, days, graduation requirements, or other requirements. At this stage of the process, there is no exhibit for business items because it is simply initiating rulemaking that involves filing of a preproposal statement of intent (CR-101).

#### **Business Items:**

- Initiation of Rulemaking on Chapters 180-16 and 180-18 WAC

<b>Statutory Authority</b>	<b>Rule</b>	<b>Administered By</b>	<b>Rule Authority Of</b>
<a href="#">RCW 28A.655.180</a>	Inactive, no current WAC	SBE	SBE
<a href="#">EHB 2965</a>	<a href="#">WAC 180-111 (See WSR)</a>	SBE	SBE
<a href="#">RCW 28A.150.250</a>	<a href="#">WAC 180-16-225</a>	SBE	SBE
<a href="#">RCW 28A.150.290</a>	<a href="#">WAC 392-129</a>	OSPI	OSPI
<a href="#">RCW 28A.300.750</a>	<a href="#">WAC 180-18-040</a>	OSPI	SBE
<a href="#">RCW 28A.150.222</a>	<a href="#">WAC 180-18-065</a>	OSPI	SBE
<a href="#">RCW 28A.230.010</a>	<a href="#">WAC 180-18-100</a>	OSPI	SBE
<a href="#">RCW 28A.230.090</a>	<a href="#">WAC 180-51-068</a>	SBE	SBE
<a href="#">RCW 28A.655.065</a>	Guidance only	OSPI	OSPI
<a href="#">RCW 28A.230.090</a>	<a href="#">WAC 180-51-068, 180-51-210</a>	SBE	SBE
<a href="#">RCW 28A.300.750</a>	<a href="#">WAC 180-18-055</a>	SBE	SBE

## **Purpose of use**

**Dual Use:** Broad waiver authority over length of school year, student to teacher ratio, et cetera as deemed fit

**Emergency:** Grants authority to districts to waive remaining planned credits for individual students

**Emergency:** Waives basic education compliance requirement due to lack of classroom space

**Emergency:** Waives funding requirement for missed days due to unforeseen circumstances other than teacher strike

**Non-Emergency:** 180-day flexibility for professional development, transition days, or alternative calendar (SAMI/SOTA/IDEA)

**Non-Emergency:** Alternative calendar for four day school week for purposes of economy and efficiency

**Non-Emergency:** CTE course equivalency waiver for districts under 2,000 enrollment

**Non-Emergency:** Delay 24-credit requirements to Class of 2021, thereby implementing WAC 180-51-067 rather than 180-51-068

**Non-Emergency:** Expedited appeals waiver provides allows students to meet pathway options for the Class of 2020

**Non-Emergency:** Waive up to two credits of flexible non-core credits

**Non-Emergency:** Waives credit-based graduation requirements

<b>Type of waiver</b>	<b>Level of Recipient (Student, School, or District or School)</b>
Innovative Schools Waiver (Old Branding)	District or School
SBE's emergency credit-based waiver	Student
Substantial Lack of Classroom Space	District or School
OSPI Emergency School or District Closure Waiver	District or School
180 Day Professional Development Waivers	District (Usually, sometimes specific District)
180 Day Economy and Efficiency Waivers	District
CTE Course Equivalency Waiver	District
Delay of Implementation of Career and College-Ready Graduation Requirements	District
Expedited Appeals Waiver	Student
Two Credit Local Waiver Based on Local District Policy	Student
Credit-Based Graduation Requirements	District for Specific School