

# 2025-26 Minimum Basic Education Requirement Collection

## 2. School District/LEA Information

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### 1. District or LEA Type

Public School District

### 2. School District or LEA Name

#### Name of the School District or LEA

Issaquah School District

### 3. Confirm District Name and Leadership

#### Confirm Name of the School District

Issaquah School District

#### Enter the School District or LEA Name

#### Superintendent's First Name

Heather

#### Superintendent's Last Name

Tow-Yick

#### Superintendent's Email Address

towyickh@issaquah.wednet.edu

4. The SBE will contact the superintendent by email if there are questions about survey responses. However, if the district prefers that a different person is contacted, please enter that person's contact information below. If the superintendent is the main point of contact, you do not need to re-enter their name, but you will need to re-enter their email address.

#### First Name

Heather

#### Last Name

Tow-Yick

#### Email

towyickh@issaquah.wednet.edu

## 3. Grade Levels Offered

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### 5. Will your school district serve ALL grades, kindergarten through grade 12, in the 2025-26 school year?

Yes, the district will enroll students in ALL grades K-12

### 6. How many schools in the district will serve students in any of the grades 9 through 12 in the 2025-26 school year? (Include schools that offer 9-12, but may not have full enrollment yet)

5

## 4. Basic Education Requirement: Days of Instruction and Waivers

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# 1. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The Program of Basic Education requires that the school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades K-12, inclusive of any waivers granted by the Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance, provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction in the 2025-26 school year?

No, we have a waiver to offer less than 180 days for ALL schools

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

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

3. How many days of instruction are being waived?

3

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

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## 5. Basic Education Requirement: Instructional Hours

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### 5. Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.205](#), [RCW 28A.150.220\(2\)](#), [RCW 28A.150.315](#))

The Program of Basic Education requires districts that offer kindergarten to have all-day kindergarten programs that comprise no fewer than 1,000 hours of instruction.

Will the school district make available to kindergarten students at least a minimum instructional hour offering of 1,000 hours in the 2025-26 school year?

Yes

6. How will your school district meet the minimum instructional hour requirement for grades 1-12 for the 2025-26 school year?

District-wide average of at least 1,000 instructional hours in grades 1-8 and at least 1,080 instructional hours in grades 9-12

7. How many credits will a typical high school student have the opportunity to earn in your school district during the 2025-26 school year? (not including summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

7

## 7. High School Graduation Requirements: Subject Area and Credit Requirements

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8. For the Class of 2026, will the school district require at least the following mandatory [17 core credits](#) to earn a high school diploma (WAC [180-51-210](#))? Please check "yes" or no" for each subject area below

	Yes	No
4 credits of English	X	
3 credits of math (including the courses specified in WAC <a href="#">180-51-210</a> )	X	
3 credits of social studies (including the courses specified in <a href="#">180-51-210</a> )	X	
3 credits of science (including at least 2 credits of lab science)	X	
0.5 credits of health	X	
1.5 credits of physical education	X	
1 credit of arts	X	
1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)	X	

9. [RCW 28A.230.094](#) requires a one-half credit stand-alone course in civics as part of the 3 credits of social studies required for graduation. Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit and include the content required by RCW 28A.230.094.

Will the district require at least a one-half credit stand-alone civics course as part of the 3 credits of social studies required for graduation in the 2025-26 school year?

Yes, the district requires at least .5 credits or more of a stand-alone civics course

10. [WAC 180-51-210](#) requires successful completion of Washington state history and government to earn a high school diploma. This is a requirement typically met in middle school and does not require high school credit. The requirement may be waived for certain students as outlined by the WAC. For the 2025-26 school year, will the district require completion of Washington state history and government to earn a high school diploma?

Yes. The requirement is typically completed in middle school for most graduates (in our district or another district).

11. [WAC 180-51-210](#) requires school districts to offer the opportunity for high school students to earn flexible credits toward their high school diploma, which include electives and personalized pathway requirements related to students' High School and Beyond Plans. Districts must offer, at minimum, 2 credits of world languages (including American Sign Language and American Indian Language) and 1 arts credit (in addition to the 1 arts core credit).

Will the school district offer the opportunity for high school students to earn flexible credits in the 2025-26 school year?

Yes

At minimum, will the school district offer the opportunity for high school students to take the following flexible credits to earn a high school diploma in the 2025-26 school year?

	Yes	No
2 credits of world languages (includes American Sign Language and American Indian languages)	X	
1 arts credit (in addition to 1 arts core credit)	X	

12. [Chapter 180-51 WAC](#) requires that students graduate high school with at least 24 credits as described on [SBE's website](#). (Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

For the Class of 2026, will the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

How many credits will be required to graduate in the 2025-26 school year?

24 credits

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

In the 2025-26 school year, will each public high school in your district provide a program that helps students meet the [minimum college entrance requirements](#), including [College Academic Distribution Requirements \(CADRs\)](#), established by the Washington Student Achievement Council (WSAC)?

Yes

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

In the 2025-26 school year, will each public high school in your district provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

15. Which local high school graduation requirements will the school district require for the Class of 2026? (Requirements can be for credit or no credit).

	Yes	No
Community Service		X
Culminating Project		X
Financial Education		X
FAFSA or WASFA Completion		X
Other		X

## 8. High School Graduation Requirements: High School and Beyond Plan

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16. In the 2025-26 school year, by 7th grade will students have taken a career and interest/skill inventory to inform their 8th grade class choices?

Yes, students will take the inventory in Grade 7

17. In the 2025-26 school year, by 8th grade will students have begun developing the High School and Beyond Plan (HSBP) on an annual basis?

Yes, students started developing the HSBP **before** Grade 8 (in our district or another district)

18. In the 2025-26 school year, will all 9th through 12th graders update their High School and Beyond Plan (HSBP) on an annual basis?

Yes

19. For the Class of 2026, will your school district require the annually-updated High School and Beyond Plan as a graduation requirement? (Decisions about whether a student has met the requirements for the High School and Beyond Plan are made locally per RCW [28A.230.212](#)).

Yes

20. NEW Requirement:

[RCW 28A.230.215](#) requires school districts to move their High School and Beyond Plan to a statewide [universal online platform](#). In 2024, the Superintendent of Public Instruction (OSPI) chose the SchoolLinks platform to host the HSBP. All districts with a middle and/or high school must transition their HSBP to SchoolLinks within two years of OSPI developing the universal platform if they do not use it already. OSPI has given districts two date options for transitioning: Fall 2025 or Fall 2026.

When does your school district plan to transition the HSBP to the SchoolLinks universal online platform?

Fall 2026

21. While waiting to implement the universal platform, will the district have an electronic or online HSBP platform for the 2025-26 school year as required by [RCW 28A.230.215](#)?

Yes

22. Will students complete High School and Beyond plan activities as part of a credit-bearing course in the 2025-26 school year?

No

23. How will the district offer the High School and Beyond Plan (HSBP) in the 2025-26 school year? Choose all that apply.

It is offered through Advisory/Homeroom

It is not offered in school. HSBP activities are completed mainly outside of school hours

Other - Write In: piloting some teacher led lessons in middle and high school

## 9. High School Graduation Requirements: Graduation Pathway Options

24. For the 2025-26 school year, will the district annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?

Yes, the district begins providing annual graduation pathway information in Grade 8 (or Grade 9 if that is the lowest grade served)

25. For the 2025-26 school year, will every student earning a high school diploma be required to complete at least one of the [nine graduation pathway options](#) that is in alignment with the student's high school and beyond plan?

Yes

26. School districts are encouraged to make the nine graduation pathway options specified below available to their students, yet have discretion in determining which options they will offer ([WAC 180-51-230](#)).

Which of the following graduation pathway options will be made available to the Class of 2026? Please answer "Yes" or "No" to each prompt.

	Yes	No
<a href="#">State Assessments</a> in ELA and Math	X	
<a href="#">Dual Credit Courses</a> (Running Start, College in the High School, CTE Dual Credit)	X	
<a href="#">AP/IB/Cambridge</a> Courses/Exams	X	
<a href="#">SAT/ACT</a> College Entrance Exams	X	
<a href="#">Transition/Bridge to College Courses</a>		X
<a href="#">Performance-based</a>	X	
Combination	X	
Armed Services Vocational Aptitude Battery ( <a href="#">ASVAB</a> )	X	
<a href="#">Career and Technical Education Sequence</a>	X	

**Which of the following may be used to meet the graduation pathways requirement?**

	Yes	No
Advanced Placement (AP) ELA course(s) and/or exam(s)	X	
Advanced Placement (AP) math course(s) and/or exam(s)	X	
International Baccalaureate (IB) ELA course(s) and/or exam(s)	X	
International Baccalaureate (IB) math course(s) and/or exam(s)	X	
Cambridge International (CI) ELA course(s) and/or exam(s)	X	
Cambridge International (CI) math course(s) and/or exam(s)	X	

**Which dual credit courses may be used to meet the graduation pathways requirement?**

	Yes	No
Running Start ELA course(s)	X	
Running Start math course(s)	X	
College in the High School ELA course(s)	X	
College in the High School math course(s)	X	
Career and Technical Education (CTE) ELA course(s)	X	
Career and Technical Education (CTE) math course(s)	X	

**Which college entrance exam(s) may be used to meet the graduation pathway requirement?**

	Yes	No
SAT - ELA	X	
SAT - Math	X	
ACT - ELA	X	
ACT - Math	X	

**Which transition course(s) may be used to meet the graduation pathway requirement?**

	Yes	No
Transition/Bridge to College ELA course(s)		
Transition/Bridge to College math course(s)		

**Which subject(s) are available through the performance-based option?**

	Yes	No
ELA	X	
Math	X	

**10. Graduation Pathway Options: Additional Information**

**27. Please briefly explain why the school district will not offer Bridge to College/Transition course(s) to meet graduation pathways in the 2025-26 school year?**

Bridge to college courses have been offered previously but did not run due to low enrollment or interest

28. How many of the district's high schools will offer state assessments to meet graduation pathway requirements in the 2025-25 school year?

5

29. How many of the district's high schools will offer Running Start to meet graduation pathway requirements in the 2025-26 school year?

4

30. Running Start students and families do not pay tuition for courses (up to 1.4 FTE), but may have to pay for college fees, books, and/or transportation as outlined in the [Running Start FAQ](#). How will Running Start non-tuition costs be paid for in the 2025-26 school year?

	The district offers to cover this cost for ALL students	The district offers to cover this cost for SOME students	The college (or at least one college if more than one) covers this cost for ALL students	The college (or at least one college if more than one) covers this cost for SOME students	This cost is paid by student/family/guardian/caregiver	This cost does not exist for the district's Running Start students
Non-tuition fees (including campus fees and instructional fees)	X					
Books					X	
Transportation					X	
Tuition fees beyond 1.4 FTE					X	

31. How many of the district's high schools will offer College in the High School Courses to meet graduation pathway requirements in the 2025-26 school year?

3

32. Students and families do not pay for College in the High School (CiHS) as outlined in the [College in the High School FAQ](#). However, colleges may charge a fee if the CiHS course is offered by an out-of-state or private institution of higher education not defined in RCW 28B.10.063.

If students in your school district are charged a fee for College in the High School, how is that fee paid?

The college does not charge a fee for College in the High School

33. How many of the district's high schools will offer Career and Technical Education Dual Credit courses that meet graduation pathway requirements in the 2025-26 school year?

3

34. How many of the district's high schools will offer AP Courses that meet graduation pathway requirements in the 2025-25 school year?

3

35. How will Advanced Placement (AP) costs be paid for in the 2025-26 school year? (Washington offers a [fee subsidy](#) to income-qualifying students)

The district covers the costs for some students

36. How many of the district's high schools will offer International Baccalaureate (IB) Courses that meet graduation pathway requirements in the 2025-26 school year?

1

37. How will International Baccalaureate (IB) costs be paid for in the 2025-26 school year?(Washington offers a [fee subsidy](#) to income-qualifying students)?

The district covers the costs for some students

38. How many of the district's high schools will offer Cambridge International (CI) Courses that meet graduation pathway requirements in the 2025-26 school year?

0

40. How many of the district's high schools will offer the SAT to meet graduation pathway requirements in the 2025-26 school year?

4

41. Will the district offer the SAT during the school day in the 2025-26 school year?

Yes

42. How many of the district's high schools will offer the SAT during the school day in the 2025-26 school year?

3

43. How will SAT costs be paid in the 2025-26 school year?

The district covers the costs for some students

44. How many of the district's high schools will offer the ACT to meet graduation pathway requirements in the 2025-26 school year?

4

45. Will the district offer the ACT during the school day in the 2025-26 school year?

Yes

46. How many of the district's high schools will offer the ACT during the school day in the 2025-26 school year?

2

47. How will ACT costs be paid in the 2025-26 school year?

The district covers the costs for some students

48. How many of the district's high schools will offer Performance-based options that meet graduation pathway requirements in the 2025-26 school year?

4

49. How many of the district's high schools will offer the Combination option to meet graduation pathway requirements in the 2025-26 school year?

5

## 11. Dual Credit Barriers

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**54. How significant is each barrier to providing Advanced Placement (AP), Cambridge International (CI), and/or International Baccalaureate (IB) opportunities to students in your school district?**

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

**55. How significant is each barrier to Advanced Placement (AP), Cambridge International (CI) and/or International Baccalaureate (IB) access for students?**

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

**56. How significant is each barrier to providing Running Start opportunities to students in your school district?**

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

**57. How significant is each barrier to Running Startaccess for students?**

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

**58. How significant is each barrier to providing College in the High School opportunities to students in your school district?**

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

**59. How significant is each barrier to College in the High School access for students?**

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

**60. How significant is each barrier to providing Career and Technical Education (CTE) opportunities to students in your school district?**

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

**61. How significant is each barrier to Career and Technical Education (CTE) access for students?**

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

**12. Required Educational Offerings and Activities (All School Districts)**

63. [RCW 28A.320.170](#) requires the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) or other tribally-developed curriculum addressing tribal history and culture to be adopted when the school district updates its social studies curriculum on or after July 24, 2015. In addition, the district may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

By the 2025-26 school year will the school district have adopted the John McCoy (Iulilaš) Since Time Immemorial tribal sovereignty curriculum or other tribally-developed curriculum addressing tribal history and culture?

Yes

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

By the 2025-26 school year, will the district have collaborated with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges?

Yes

65. For the 2025-26 school year, will the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment? ([RCW 28A.230.020](#) and [WAC 392-410-115](#))

Yes

66. [Social-emotional learning standards and benchmarks](#) were adopted on January 1, 2020 by the Superintendent of Public Instruction ([RCW 28A.300.478](#)). For the 2025-26 school year, will the school district have implemented social-emotional learning-specific standards and benchmarks?

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

67. Under the [comprehensive sexual health education](#) requirement ([RCW 28A.300.475](#)), the school district must provide social emotional learning (SEL) instruction to all students in grades K–3 at least once. As of the 2025-26 school year, will the district provide SEL instruction to all students in grades K-3 at least once during their time in the district?

Yes

68. As of the 2025-26 school year, does the school district provide [comprehensive sexual health education](#) to all students at least once in grades 4–5 during their time in the district? ([RCW 28A.300.475](#))

Yes

69. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 during their time in the district? ([RCW 28A.300.475](#))

Yes

70. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 during their time in the school district? This is required in [RCW 28A.300.475](#).

Yes

71. Each school district is required to adopt an [HIV/AIDS prevention education program](#) that is taught at least once each school year beginning no later than the fifth grade. ([RCW 28A.230.070](#)). In the 2025-26 school year, will the district meet this requirement for all grades served between Grade 5 and Grade 12?

Yes

72. NEW Requirement:

Beginning no later than the 2025-26 school year, [RCW 28A.320.168](#) requires school districts to offer instruction in sex trafficking awareness and prevention. The instruction may be offered beginning in grade seven, but each student must be offered the instruction at least once before completing grade 12. The instruction, at the discretion of the school or school district, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the district offer sex trafficking awareness and prevention instruction in the 2025-26 school year at least once for all students before completing grade 12?

Yes

73. In the 2025-26 school year, will students in all grades in your district have access to arts education as part of the basic education requirements?

Yes

**74. How many students will your school district enroll in the 2025-26 school year?**

More than 200

**75. In the 2025-26 school year, will each student receive instruction in at least one arts discipline as described in [RCW 28A.230.305](#) throughout their elementary and middle education experience?**

Yes

**76. In the 2025-26 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?**

Yes

**77. During the school week preceding November 11 of each year, every school is required to present educational activities suitable to the observance of Veterans' Day. ([RCW 28A.230.160](#)) Will the school district develop, promote or provide educational activities in observance of Veterans' Day in the 2025-2026 school year?**

Yes

**78. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. ([RCW 28A.230.158](#)). Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities Month in the 2025-2026 school year?**

Yes

### **13. Required Educational Offerings and Activities (High School)**

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**79. Will the school district provide the opportunity to all students in grades nine through twelve access to financial education in the 2025-26 school year as required under [RCW 28A.300.468](#)?**

Yes, we will provide access to financial education to all students in grades 9 through 12

**80. In the 2025-26 school year, how will the school district provide financial education opportunities to all students in grades nine through twelve? Choose all that apply.**

For-credit standalone course.

Embedded in a for-credit course in another subject area.

**81. How many high schools in your district will offer financial education as a for-credit standalone course in the 2025-26 school year?**

3

**82. In what subject area or areas is financial education embedded? Choose all that apply.**

Math Courses

Other - Write In: Gibson Ek students demonstrate mastery of the large and small scale financial competency through courses, personal projects and internships.

**83. In the 2025-26 school year, will the school district provide all high school students the opportunity to access an elective computer science course that is aligned to the state learning standards for computer science or mathematics ([RCW 28A.230.300](#))?**

Yes, we offer the opportunity in all high schools every year

**84. The study of Constitution of the United States and of the State of Washington is a prerequisite (credit or noncredit) to graduation ([RCW 28A.230.170](#)).**

**For the 2025-26 school year, will the district require study of the U.S. and Washington constitutions to earn a high school diploma?**

Yes

**85. NEW Requirement:**

Beginning with the 2025-26 school year, school districts are required to award the seal of biliteracy to graduating high school students who meet the [criteria](#) established by the Office of Superintendent of Public Instruction. ([RCW 28A.300.575](#)).

Will the school district award the seal of biliteracy to qualifying graduating high school students in 2025-26?

Yes

**86. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#)). A student is not required to earn CPR certification to successfully complete the instruction requirement.**

Will the school district offer instruction in CPR in at least one health class required for graduation in the 2025-2026 school year?

Yes

**87. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))**

Will the school district have an academic acceleration policy for high school students in the 2025-26 school year?

Yes

**88. School districts with a high school are required to provide a financial aid advising day (or series of days) at the beginning of each school year between September 1st and December 1st to students in 12th grade and their parents/guardians ([RCW 28A.300.815](#)). Districts are also required to provide notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade ([RCW 28A.230.310](#)).**

In the 2025-2026 school year, will the school district provide the following?

	Yes	No
Financial aid advising day for 12th grade students, parents, and guardians	X	
Notification of financial aid opportunities to parents and guardians of 12th graders	X	

**89. When will the district offer the financial aid advising day (or days) for 12th grade students, parents, and guardians?**

Between September 1, 2025 and December 1, 2025

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

Will the school district provide the opportunity for voter registration for all students who will be 18 by the next general election in the 2025-2026 school year?

Yes

**91. Will your school district award credit to students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2025-2026 school year as required by [RCW 28A.320.192](#)?**

Yes

**14. State-Recommended Educational Offerings and Activities**

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92. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust, which may include other examples of genocide and crimes against humanity. ([RCW 28A.300.115](#)).

As of 2025-26, does the school district provide Holocaust history instruction?

Yes

93. School districts are encouraged to commemorate the history of civil rights at least once a year, “providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation’s Constitution.” ([RCW 28A.230.178](#)).

As of the 2025-26 school year, does the school district commemorate the history of civil rights at least once a year?

Yes

94. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources ([RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district incorporate ethnic studies materials and resources for grades K-6?

No, the recommendation has not been implemented.

95. **You are seeing this prompt because you responded that the school district does not incorporate ethnic studies materials and resources in grades K-6, which is encouraged. If you deliver this offering, please go back and change your response. If you do not deliver the encouraged offering, please select the best response to continue.**

We will consider implementing the recommended offering.

96. Public schools with grades 7 to 12 are encouraged to offer a course in ethnic studies ([RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district offer at least one course in ethnic studies for grades 7 to 12?

Yes

97. NEW for 2025-26:

[Senate Bill 5641](#) (2025) recommends that beginning with the 2025-26 school year, instruction in awareness of bone marrow donation and blood donation may be included in at least one health class required for graduation. Each school district, charter school, and state-tribal education compact school that serves students in any of the grades K through 8 is also encouraged to offer instruction in awareness of bone marrow and blood donation.

In the 2025-26 school year, will the school district provide instruction in awareness of bone marrow donation and blood donation? Choose all that apply.

	Included in at least one health class required to graduate	Instruction offered to students in grades K-8	Instruction offered to students in grades 9-12, but not part of a required health class	Not currently offered, but district plans to implement in the future	Not currently offered with no plans to implement in the future
Bone Marrow Donation Awareness				X	
Blood Donation Awareness				X	

## 15. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

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

No, the school district does not have a policy

99. A mastery-based learning and competency-based education program includes the following ([Senate Bill 5189](#) updated the definition in 2025):

students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning;  
the assessment is a meaningful, positive, and empowering learning experience for students yielding timely, relevant, and actionable evidence;  
students receive timely, differentiated support based on their individual learning needs;  
students' progress is based on evidence of mastery, not seat time;  
students learn actively using different pathways and varied pacing;  
strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and  
rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.

Will your school district have at least one school in the 2025-26 school year that offers a fully mastery-based learning and competency-based education program as described above?

Yes

100. Which schools in your school district will offer a mastery-/competency-based learning program?

Gibson Ek High School

## 16. Continuity of Operations, Healthy Youth, and School Climate

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101. [WAC 180-16-212](#) requires school districts to develop, maintain and, if necessary, implement a [Continuity of Operations Plan](#) that ensures delivery of basic education services during disruptions to basic education delivery resulting from an emergency or disaster.

Has your school district adopted a continuity of operations plan that ensures delivery of basic education services in the event of an emergency?

Yes

102. The [Healthy Youth Survey](#) is a collaborative project among OSPI and other Washington State agencies that is administered to students every other year. The survey is free and anonymous, and it asks students about different health and safety topics. Students in 6th, 8th, 10th and 12th grade take the survey. In smaller districts, where there are 150 students or less in a grade, the survey can be administered to students in 7th, 9th and 11th grades. To participate, schools need to have at least 15 students in a grade.

Will your school district administer the Healthy Youth Survey to students at the next statewide administration in Fall 2025?

Yes

103. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2025-26 school year?

Yes

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

	Yes	No
Students	X	
Parents	X	
Teachers	X	
Other school staff	X	
School board members	X	
Community members	X	
Other survey recipients		X

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

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

106. Who supports the survey creation, collection, and analysis of your school climate survey data? Choose all that apply.

The district conducts its own survey

### 17. Certification by Respondent

107. By entering my name, title, and the date below, I certify that the school district Superintendent and school board president or chairperson have reviewed and approve the submission of the Basic Education Compliance survey (as required by [WAC 180-16-195](#)) and that the answers are correct and accurate.

**Name**

Heather Tow-Yick

**Title**

Superintendent

**Date (MM/DD/YYYY)**

09/09/2025

108. Email of Person Responsible for this Submission

towyickh@issaquah.wednet.edu

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

4258377002