



The Washington State
BOARD OF EDUCATION

BASIC EDUCATION REPORT

Submitted for the February 2025 Board meeting by Viktoria Bobyleva, Basic Education Manager

Contents

Basic education report	1
Introduction and Background	3
Purpose and Role of Basic Education Compliance	3
2024-25 Basic Education Certification	5
2024-25 Basic Education Survey Findings.....	6
Section 1: Foundational Requirements for Basic Education Certification	6
High School and Beyond Plan Start and High School and Beyond Plan Electronic Platform....	7
State Subject and Credit Requirements for High School Graduation.....	10
High School Graduation Pathway Options	11
Local Graduation Requirements.....	14
Section 2: Required Elements Explicitly Tied to Basic Education.....	15
Section 3: Additional Required Offerings	18
Tribal History and Culture	19
Comprehensive Sexual Health Education.....	20
Financial Education.....	21
Academic Acceleration.....	22
GED Credit	22
Section 4: Encouraged Elements for Basic Education Certification	23
Supplementary Information about School District or LEA	25
Mastery-Based Crediting	25
Continuity of Operations Plan	26
School Climate Survey.....	26
Healthy Youth Survey	27
Basic Education Certification: Next Step.....	28

Introduction and Background

Purpose and Role of Basic Education Compliance

The Washington State Board of Education (SBE) is tasked with responsibility for rulemaking and assurance of compliance under the Program of Basic Education (RCW 28A.150.220). In carrying out this responsibility, the Board establishes policies and procedures for the approval of school district programs for entitlement to state basic education allocation funding (Chapter 180-16 WAC). The certification process occurs through a self-reporting tool developed by SBE. The form is completed by school district staff and submitted with a certification signed by the school board president or chairperson, and by the superintendent of the school district in advance of the school year under consideration.

While the Board has the authority to issue a certificate of noncompliance, historically those tools have not been used. Instead, staff follow up extensively with district staff to ensure districts and other local education agencies report and resolve any potential compliance issues. The present collection refers to the provision of required and encouraged offerings in the 2024-25 school year.

To support districts in responding to the reporting and certification requirement the SBE had developed and updated the Basic Education Compliance Matrix (see table 1). The Matrix provides information about required and encouraged offerings and activities as well as references to resources to support local implementation. These elements are broken down into four categories, the first two are explicitly tied to basic education and factor into the Board's certification of compliance. The last two categories are provided for information to the district and responses may be referred to OSPI or other agencies to support districts in implementing requirements.:

- **Foundational elements** are those which must be present within the education program in every school district and Local Education Agency (LEA) prior to a recommendation for certification of compliance. These requirements vary depending on the grade band served. The foundational elements include general provisions defined Chapter 28A.150 RCW and Chapter 180-16 WAC and compulsory coursework and activities, including High school graduation requirements, (Chapter 28A.230 RCW and Chapter 180-51 WAC).
- **Required elements** are those elements with an explicit basic education or compulsory education reference in statute. The presence or absence of these elements factors into the compliance recommendation.
- **Additional legislatively required offerings** are required offerings and activities that appear elsewhere in the statute and do not have an explicit basic education or compulsory education reference. These do not factor into the compliance recommendation, instead, SBE staff provide information about the requirement and resources to help implement the requirement.

- **Encouraged elements** are elements that are encouraged in statute but are not required and do not factor into certification recommendation.

Table 1: 2024-25 Basic Education Matrix

Required Offerings			Encouraged Offerings
Foundational Elements	Required Offerings Explicitly Tied to Basic Education	Additional Required Offerings	
Minimum 180-Day School Year	Cardiopulmonary Resuscitation	Academic Acceleration Policy	Ethnic Studies
Grades K-12 Minimum Instructional Hours	AIDS Prevention Education Program	Comprehensive Sexual Health Education	History of Civil Rights Program
High School and Beyond Plan (HSBP)	Arts Instruction	John McCoy (lulilaš) Since Time Immemorial Curriculum ¹	Holocaust History Instruction
Credit and Subject Area Graduation Requirements	Elective Computer Science Course and State Learning Standards for Computer Science or Mathematics	Credit for Students in or Released from Institutional Education Facility	Instruction in Awareness of Bone Marrow Donation
Minimum College Entrance Requirements (CADRS)	Conservation, Natural Resources, and the Environment Learning Standards	Financial Ed Standards	Seal of Biliteracy
Graduation Pathway Option(s)	Disability History and People with Disabilities Month	Electronic HSBP Platform	
	Financial Aid Advising Day	HSBP Initiation	
	Observance of Veteran’s Day		
	Social-emotional Learning Standards and Benchmarks		
	Stand-Alone Civics Course (class of 2024)		
	Temperance and Good Citizenship Day/Voter registration		
	Study of Constitution of United States and Constitution of State of Washington		

This report provides a summary of results from the 2024-25 Minimum Basic Education Requirement Compliance and District Survey reporting. The survey was opened on June 6, 2024, and it closed on September 23, 2024. The data in this report reflects the 295 school districts and 25 other local education agencies (LEAs) which include 17 public charter schools and 8 tribal compact schools, that have provided responses to the survey prompts.

¹ In 2024, the Legislature passed [House Bill 1879](#) naming the curriculum in honor of John McCoy (*lulilaš*). The previous name of *Since Time Immemorial Curriculum* has been replaced with *John McCoy (lulilaš) Since Time Immemorial Curriculum*.

2024-25 Basic Education Certification

For the 2024-25 school year, SBE staff updated the online collection instrument for districts to self-report their compliance with Washington State basic education requirements. SBE staff increased the number of questions about the foundational elements, required elements explicitly tied to basic education, and additional required offerings. SBE staff also added new prompts to gather additional details about local graduation requirements, dual credit options, arts instruction, John McCoy (Iulilaš) Since Time Immemorial Curriculum, electronic High School and Beyond Plan (HSBP) platform, and financial education standards. The primary purpose of the collection is to ensure those items that have an explicit basic education or compulsory education reference in statute are offered in accordance with the law so that the Board can certify compliance with the program of basic education. In addition, the board collects information to:

- inform or remind school districts of new and existing requirements and recommendations in current law,
- gather information to support SBE's role of providing advocacy and strategic oversight of public education, and
- address other reporting requirements.

School districts were asked to respond only to questions related to the grade levels that the school district serves. All school districts responded to prompts about instructional hours and days, as well as questions about mandated, required, recommended, and encouraged educational offerings and activities. High school districts, those that serve students in grades 9, 10, 11, and 12, were required to respond to additional questions related to local graduation requirements, course requirements, and other topics relevant to districts serving high-school students.

In order to collect data, SBE staff developed and implemented a protocol of communication with school districts and Local Education Agencies (LEAs). An initial notice of the survey launch was sent on June 6, 2024. After the school districts and LEAs made their submissions, a confirmation email, and a PDF file of responses highlighting possible issues, was sent to the respondents immediately.

SBE staff examined the data for errors or issues of potential non-compliance and worked extensively with school staff to correct errors and resolve compliance issues. After this follow-up final notice was sent to the superintendent or an LEA leader regarding the SBE recommendation prior to Board action on certification of compliance.

Based on SBE staff review of each school district's data, all school districts and local education agencies (LEAs) were determined to comply with basic education requirements for the 2024-25 school year and recommended to the Board for full or conditional certification. Conditional certification was recommended when assurance was provided by the superintendent that one or more outstanding issues would be addressed in a specific timeline (typically within the school year). The final Board action for basic education certification for the 2024-2025 school year occurred at a public meeting on October 16, 2024.

2024-25 Basic Education Survey Findings

The information reported by Washington's public-school districts and other local education agencies (LEAs) is organized in five main sections:

- The first section is a discussion of the foundational requirements for certification.
- The second section provides information on the required elements explicitly tied to basic education.
- The third section addresses additional legislatively required elements.
- The fourth section focuses on the encouraged offerings and innovative district practices.
- The final section addresses supplementary information about school districts and LEAs.

Section 1: Foundational Requirements for Basic Education Certification

Foundational elements of basic education compliance are those which must be present within the education program in every school district and LEA prior to a recommendation for certification of compliance.

There are 295 school districts and 25 other LEAs in Washington State. All school districts responded to prompts on the following topics for the 2024-25 school year:

- Adherence to the basic education compliance requirements related to the number of instructional hours and the number of school days per year.
- The presence (or not) of any of several types of basic education waivers administered by the SBE or the Office of Superintendent of Public Instruction (OSPI).
- High school districts and LEAs also reported on graduation requirements: the High School and Beyond Plan, credit and subject area requirements, graduation pathways, and local graduation requirements.

All school districts reported that the 2024-25 school calendar was developed in a manner that either provides at least the minimum number of instructional days and hours, or the district is meeting the requirements of a basic education waiver. When a district reported a waiver, the SBE staff verified with OSPI that the waiver was approved for the 2024-25 school year, and that the district met the requirements of the waiver.

Table 2: Waivers of 180-days of Instruction

Which waiver(s) from the 180-day requirement did the district receive?						
	SD		LEA		All	
	Yes	No	Yes	No	Yes	No
180-day Waiver for Improvement of Student Learning	29	266	0	25	29	291
Economy and Efficiency Waiver	18	277	0	25	18	302
Parent-Teacher Conferencing Waiver	68	227	0	25	68	252
Waiver Due to Emergency Closure	1	294	0	25	1	319
Waiver for Other Reasons	1	294	0	25	1	319

High School and Beyond Plan Start and High School and Beyond Plan Electronic Platform

High School and Beyond Plan Start

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

The HSBP provides students with the opportunity to:

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

Each student must have a high school and beyond plan, informed by a career interest and skills inventory administered by seventh grade, to inform eighth grade course-taking. By the end of the eighth grade, each student will have begun a high school

and beyond plan that includes a plan for course-taking in the first year of high school that aligns with graduation requirements and the student's high school and post high school goals ([WAC 180-51-220](#)).

Table 3: Grade of High School and Beyond Plan Initiation

What grade does the school district start each student's High School and Beyond Plan?							
	Before Grade 6	Grade 6	Grade 7	Grade 8	Grade 9 is our lowest served grade. We start the HSBP at Grade 9 if not initiated at the student's prior school	Other	All
School Districts	3	42	111	115	10	0	281
Local Education Agencies	1	4	3	4	8	1	21
All Districts and Local Education Agencies	4	46	114	119	18	1	302

How the High School and Beyond Plan is Offered

Often school districts and LEAs support students through a credit-bearing course.

Table 4: High School and Beyond Plan as a Part of Credit-bearing Course

Do students develop and complete their High School and Beyond Plan as part of a credit-bearing course?			
	Yes	No	All
School District	113	168	281
Local Education Agency	15	6	21
All	128	174	302

The majority of school districts (80.7 percent) replied that they offer the HSBP through advisory, homeroom, or a series of HSBP activities completed annually.

Table 5: How the High School and Beyond Plan is Offered

How does the districts offer the High School and beyond Plan (HSBP)?			
	SD	LEA	All
It is offered as a standalone HSBP or career exploration course completed in one term or year	5	4	9
It is offered with HSBP components embedded in another course	35	6	41
It is offered through Advisory, Homeroom or a series of HSBP activities completed annually	227	7	234
It is not offered in school HSBP activities are completed mainly outside of school hours	2	0	2
Other	12	4	16
All	281	21	302

High School and Beyond Plan Platform

[RCW 28A.230.215](#) requires school districts and LEAs to transition to a statewide universal online HSBP platform. OSPI is in the process of developing this platform across Washington state. The platform launch will require a two-year onboarding process for all school districts and LEAs. School districts and LEAs are currently required to offer an electronic platform to manage students' progress through high school. School districts and LEAs have reported that the HSBP is currently offered through a variety of electronic platforms.

Table 6: High School and Beyond Plan Electronic Platform

To which electronic or online High School and Beyond Plan platform is your district providing students with access?			
	SD	LEA	All
MaiaLearning	2	0	2
SchoolLinks	25	0	25
School Data Solutions	77	0	77
Xello (formerly Career Cruising)	49	4	53
YouScience	4	0	4
Other	266	18	284

State Subject and Credit Requirements for High School Graduation

Districts must provide students with the opportunity to meet the statewide subject areas and credit requirements for high school graduation. The requirement includes 24 credits (17 core subject area courses and 7 flexible credits). All credits must be aligned with the state's learning standards for the subject developed under [RCW 28A.655.070](#). The contents of any course are determined by the local school district.

All school districts and LEAs granting high school diplomas replied that they offer the opportunity for high school students to earn the flexible subject area requirements, including personalized pathway requirements and electives, and that they require at least 24 credits for a student to graduate from high school

Average Number of Credits per School Year

Table 3: Credits Offered During the Regular School Day

How many credits will a typical high school student have the opportunity to earn in your school district during the 2024-25 school year?				
	6 credits	7 credits	8 or more credits	All
School District	110	94	47	251
Local Education Agency	6	9	4	19
All	116	103	51	270

Of the 251 school districts and 19 high LEAs granting high school diplomas:

- 111 (44.2 percent) school districts and 6 (31.5 percent) LEAs responded that the typical high school student is provided with the opportunity to earn six credits
- 94 (37.8 percent) school districts and 9 (47.3 percent) LEAs responded that high school students are provided with the opportunity to earn seven credits each year while in high school.
- 22 school districts (8.8 percent) and 3 (15.7 percent) LEAs granting high school diplomas offer students with the opportunity to earn eight credits per year
- 24 (9.5 percent) school districts and 1 (5.2 percent) LEAs reported that students had the opportunity to earn more than 8 credits per year. These are school districts operating on a trimester or quarter system.

Please note that high school students often have the opportunity to earn additional credits before or after the regular school day or through summer school programs. Some of them are programs directly in cooperation with local community or technical colleges, school districts, skill centers, apprenticeship committees for students who would like to apply for entrance to a baccalaureate-granting institution after high school graduation, or for students who have plans to pursue career or work opportunities other than entrance to baccalaureate-granting institutions. For the class of 2025, all school districts and almost all LEAs granting high school diplomas replied that they require at least the state minimum core subject area requirements to earn a high school diploma. One LEA submitted a negative answer, but it provided assurance that the offering would be implemented during the school year.

Table 8: Core Subject Area Requirements

For the Class of 2025, will the school district require at least the state minimum core subject area requirements (WAC 180-51-210) to earn a diploma?			
	Yes	No	All
School District	251	0	251
Local Education Agency	18	1	19
All	269	1	270

High School Graduation Pathway Options

In Washington, beginning with the class of 2020, public high school students must meet the requirement of at least one graduation pathway option ([RCW 28A.230.710](#)). 248 of the 251 school districts (98.8 percent) and all LEAs that issue high school diplomas reported that they had developed and implemented a district-wide plan, policy, or communication protocol to inform students of the graduation pathway options.

Graduation Pathways

School districts and LEAs offer a variety of graduation pathway options. For the class of 2025, those that are most frequently offered by school districts are state assessment in ELA and Math (99.6 percent), Dual Credit: Running Start courses in ELA and Math (98.4 percent), and Armed Services Vocational Aptitude Battery (ASVAB) (96 percent).

Table 9: 2024-25 Graduation Pathway Options

Which of the following graduation pathway options were available to students in your district for the Class of 2025? Please answer "Yes" or "No" to each prompt.					
	SD		LEA		All
	Yes	No	Yes	No	
Advanced Placement (AP) course(s)	170	81	7	12	270
Dual Credit: Running Start Courses in ELA or Math	247	4	13	6	270
Dual Credit: College in the High School	216	35	10	9	270
Dual Credit: Career and Technical Education Course(s) in ELA or Math	202	49	6	13	270
International Baccalaureate (IB) course(s)	19	232	1	18	270
Cambridge Advanced Course(s)	9	242	0	19	270
Sequence of Career and Technical Education Courses	234	17	11	8	270
State Assessments in ELA and Math	250	1	17	2	270
SAT	233	18	13	6	270
ACT	187	64	11	8	270
Bridge to College/Transition course in Math	107	144	4	15	270
Bridge to College/Transition course in ELA	102	149	2	17	270
Performance-based in Math and/or ELA graduation pathway option	139	112	11	8	270
Armed Services Vocational Aptitude Battery (ASVAB)	241	10	11	8	270

Table 10: How Graduation Pathway Option Costs are Paid

How are costs paid, by the district or by families?							
	The district covers the costs for all students		The district covers the costs for some students		All costs are paid by student/family/guardian/caregiver		All
	SD	LEA	SD	LEA	SD	LEA	
Advanced Placement (AP)	74	4	71	3	25	0	177
International Baccalaureate (IB)	7	1	12	0	0	0	20
Cambridge Advanced Courses	5	0	2	0	2	0	9
Running Start	162	13	36	0	49	0	260
College in the High School	162	9	35	0	19	1	226
Career and Technical Education Dual Credit	152	6	34	0	16	0	208
SAT	78	8	79	3	76	2	246
ACT	38	4	58	3	91	4	198

Table 11: 2024-25 CTE Course Sequence Graduation Pathway Options

How many CTE course sequence graduation pathway options are available in your district?			
	SD	LEA	All
1	16	2	18
2	34	5	39
3	25	2	27
4	22	1	23
5	26	1	27
6	20	0	20
7	8	0	8
8	11	0	11
9	7	0	7
10 or more	60	0	60
All	234	11	245

Table 12: 2024-25 SAT, ACT and ASVAB Graduation Pathway Options

Prompt	SD		LEA		All
	Yes	No	Yes	No	
Does the district offer the SAT during school day?	115	118	8	5	246
Does the district offer the ACT during school day?	45	142	3	8	198
Does the district offer the ASVAB during school day?	225	16	6	5	252

School districts and LEAs use a variety of strategies to communicate with students about their graduation pathways. The majority of them communicate with all students during their annual HSBP process (96.4 percent), communicate with all incoming high school students (96.4 percent), and communicate at least once in a formalized manner by the high school counselor or administration (94 percent).

Table 13: Graduation Pathway Options Communication Strategies with Students

Strategies to Communicate with Students about Their Graduation Pathway Options					
	SD		LEA		All
	Yes	No	Yes	No	
Communication with Students Who Do Not Meet Graduation Standard on State Assessment	112	139	6	13	270
Communication with All Students During Their Annual HSBP Process	242	9	19	0	270
Communication with Some Students During Their Annual HSBP Process	112	139	6	13	270
Communication with Students at Least Once During High School in a Formalized Manner by the High School Counselor or Administration	236	15	19	0	270
Communication with All Incoming High School Students	242	9	19	0	270
All Students Will Be Encouraged to Take the ASVAB	184	67	10	9	270
All Students Will Be Encouraged to Take the ACT or SAT	205	46	17	2	270
In Addition, or Instead, Graduation Pathways Will Be Addressed in a Different Way	96	155	7	12	270

Local Graduation Requirements

In addition to the state requirements school districts often add additional local requirements ([RCW 28A.230.130](#)). In the 2024-25 survey, districts were asked about several common local requirements: community service, culminating projects, financial education, and FAFSA/WASFA completion.

Table 14: Local High School Graduation Requirements

Prompts						
	SD		LEA		All	
	Yes	No	Yes	No	Yes	No
Does the school district require community service?	117	134	7	12	124	146
Does the school district require a culminating project?	82	169	8	11	90	180
Does the school district have a local graduation requirement for financial education?	86	165	9	10	95	175
Does the school district require students to complete the FAFSA or WASFA?	60	191	9	10	69	201

Community Service

In 2024-25, 46.6 percent of school districts and 36.8 percent of LEAs with local high schools required community service for graduation.

Culminating Project

In the 2024-2025 school year, 32.6 percent of school districts and 42.1 percent of LEAs with local high schools required a culminating project for graduation.

Financial Education

In the 2024-2025 school year, 34.2 percent of school districts and 47.3 percent of LEAs with local high schools required financial education for graduation. More details about the financial education option are provided in the Additional Required section below.

Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA)

In the 2024-2025 school year, 23.9 percent of regular school districts and 47.3 percent of LEAs with local high schools required FAFSA/WASFA completion for graduation.

Section 2: Required Elements Explicitly Tied to Basic Education

Required elements are those courses or educational activities having an explicit basic education or compulsory education reference in statute. The presence (or not) of the required element factors into compliance recommendation.

All Districts and LEAs

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

- Provide instruction in social-emotional learning standards and benchmarks (RCW 28A.300.478).
- Provide educational activities for Disability History and People with Disabilities Month in October (RCW 28A.230.158).
- Provide instruction in all grade levels about conservation, natural resources, and the environment learning standards in an interdisciplinary manner with the emphasis on solving the problems of human adaptation to the environment (RCW 28A.230.020 and WAC 392-410-115).
- Adopt an AIDS prevention education program (RCW 28A. 230.070).
- Present educational activities suitable to the observance of Veterans’ Day (RCW 28A.230.160).
- Provide arts instruction throughout elementary and middle school education experience (RCW 28A.230.305).

Table 15: Required Elements of All School Districts

Prompts	SD		LEA	
	Yes	No	Yes	No
	Has the school district implemented social-emotional learning-specific standards and benchmarks?	295	0	25
Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities month?	295	0	25	0
Does the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment?	293	2	25	0
Does the school district have an AIDS prevention education program?	293	2	23	2
Will the school district develop, promote or provide educational activities in observance of Veterans' Day?	295	0	25	0
In the 2024-25 school year, will each student receive instruction in at least one arts discipline as described in RCW 28A.230.305 throughout their elementary and middle education experience?	258	37	15	2

Of the required elements, all have high implementation rates:

- Implementation of Social-Emotional Learning Standards and Benchmarks (100 percent). However, 119 (40.3 percent) school districts state that while they implement it, they are not measuring social emotional learning in schools. 8 LEAs (32 percent) gave the same response.
- Implementation of AIDS Prevention Program (99.3 percent of school districts and 92 percent of LEAs). The school districts and LEAs that gave a negative response, provided assurance that they would implement this offering before the end of the school year.
- Implementation of curricular activities related to Conservation, Natural Resources, and the Environment (99.3 percent of school districts and 100 percent of LEAs). The school districts and LEAs that gave negative response, provided assurance that they would implement this offering before the end of the school year.
- Instruction in the arts discipline throughout elementary and middle education experience (87.4 percent of school districts and 88.2 percent of LEAs). 36 school districts (12.2 percent) replied that they do not provide the instruction because it is not required for districts with enrollment below 200 students, and 2 LEAs (11.7 percent) gave the same reply.

Districts and LEAs Serving High School Students

The Legislature requires school districts to make several offerings and activities available to high school students.

Table 16: Required Elements of School Districts Granting High School Diplomas

Required Elements of School Districts and LEAs Granting High School Diplomas				
	SD		LEA	
	Yes	No	Yes	No
Elective Computer Science Course	248	3	18	1
Civics Course	251	0	19	0
CPR Instruction	250	1	19	0
Citizenship Day	251	0	18	1
Financial Aid Advising Day	250	1	19	0
The study of Constitution of the United States and Constitution of State of Washington	251	0	19	0
Arts Coursework	240	11	16	3

The requirements that apply to these districts are to:

- Provide access to an elective computer science course to all high school students

[\(RCW 28A.230.300\)](#).

- Provide a mandatory one-half credit stand-alone course in civics for each high school student (RCW 28A.230.094).
- Provide instruction in cardiopulmonary resuscitation (CPR) (RCW 28A.230.179).
- Observe “Temperance and Good Citizenship Day” and coordinate voter registration in social studies for all high school seniors and 18-year-old students (RCW 28A.230.150).
- Provide a financial aid advising day and senior-year notifications of financial aid information to students and guardians (RCW 28A. 300.815 and RCW 28A.230.310).
- Implement the study of Constitution of the United States and Constitution of State of Washington as a prerequisite to graduation (RCW 28A.230.170).
- Provide an opportunity for each student in grades 9 through 12 to take arts coursework each academic year (RCW 28A.230.305).

Among the required elements made available to high school students each year, all had implementation rate above 95 percent. Those school districts and LEAs that responded negatively provided SBE staff with assurance that they would implement this offering before the end of the year.

Section 3: Additional Required Offerings

Additional required elements are those which are related to basic education but appear elsewhere in the statute and do not have an explicit basic education reference. While these elements are required in statute, they do not factor into the compliance recommendation or certification by the Board. If the element does not appear to be made available to students the SBE staff notify the district of the issue and provide resources to support implementation. In addition, staff share information with the Office of the Superintendent of Public Instruction regarding when implementation issues are noted.

Every year, districts are required to make several offerings and activities to meet other requirements. The requirements that apply to **all school districts** are to:

- Adopt a John McCoy (lulilāṣ) Since Time Immemorial Curriculum (RCW 28A.320.170).
- Collaborate with any federally recognized Indian tribe within the district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges (RCW 28A. 320.170).
- Implement comprehensive sexual health education for each student (RCW 28A. 300.475).

Tribal History and Culture

Implementation of John McCoy (lulilās) Since Time Immemorial Curriculum (RCW 28A.320.170) is required to occur at the time of a school district’s social studies curriculum review and adoption. The requirement was added after Senate Bill 5433 was passed in 2015, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum developed by the OSPI Office of Native Education or any other tribally developed curriculum available to all school districts. In 2024, the Legislature passed House Bill 1879 naming the curriculum in honor of the late Senator John McCoy (lulilās).

Table 17: Implementation of the John McCoy (lulilās) Since Time Immemorial Curriculum

Has School District Adopted the John McCoy (lulilās) Since Time Immemorial Curriculum?			
	SD	LEA	All
Yes	247	25	272
No	48	0	48
All	295	25	320

School districts not implementing the John McCoy (lulilās) Since Time Immemorial Curriculum (16.2 percent) stated that the district had not yet adopted a new social studies curriculum. However, a number of school districts noted that the audit and adoption of the social studies curriculum was in progress.

Table 18: School District Collaboration with Federally Recognized Indian Tribe

Has School District Collaborated with Federally Recognized Indian Tribe, and with Neighboring Indian Tribes, to Incorporate Expanded and Improved Curricular Materials, and to Create Programs of Classroom and Cultural Exchanges?			
	SD	LEA	All
Yes	204	20	224
No	91	5	96
All	295	25	320

204 (69.1 percent) of school districts and 20 (80 percent) of LEAs have collaborated with a federally recognized Indian tribe, and with neighboring Indian tribes to incorporate expanded and improved curriculum materials and to create programs of classroom and community cultural exchanges ([RCW 28A.320.170](#)).

Comprehensive Sexual Health Education

Comprehensive sexual health education has been phased in as a new requirement. The 2024-25 school year is the first year of full implementation (RCW 28A.300.475).

294 school districts (99.6 percent) and 13 LEAs (52 percent) provided the required social emotional learning (SEL) under the comprehensive sexual health education requirement to students in grades K-3 at least once in 2024-25. Those school districts and LEAs that did not provide this offering, gave assurance of implementing it before the school year ends.

Table 19: Comprehensive Sexual Education Offerings

Prompt	SD		LEA	
	Yes	No	Yes	No
Will the school district provide comprehensive sexual education to all students at least once in grades 4-5 in the 2024-25 school year?	293	2	11	2
Will the school district provide comprehensive sexual education to all students at least twice in grades 6-8 in the 2024-25 school year?	287	6	11	2
Will the school district provide comprehensive sexual education to all students at least twice in grades 9-12 in the 2024-25 school year?	247	4	17	2

Almost all school districts (99.3 percent) and 11 LEAs (84.6 percent) provided comprehensive sexual health education to all students at least once in grades 4-5. Those school districts and LEAs that did not provide this offering, gave assurance of implementing it before the school year ends.

Finally, almost all school districts (97.9 percent) and 11 LEAs (84.6 percent) demonstrated high implementation rates in providing comprehensive sexual health education to all students at least twice in grades 6-8, and in grades 9-12 (98.4 percent and 89.4 percent, respectively) in the 2024-25 school year.

Requirements for Districts Serving High School Students

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

- Adopt an academic acceleration policy for high school students (RCW 28A.320.195).
- Provide an opportunity for students in grades 9 through 12 to access financial education (RCW 28A.300.468).
- Incorporate a procedure to award at least one high school credit to students who are currently or formerly in institutionalized educational settings upon meeting the standard on a General Education Development (GED) test (HB 1295 and RCW 28A.320.192).

Financial Education

School districts and LEA are required to offer all students in grades nine through twelve access to the financial education learning standards (RCW 28A.300.468).

Table 20: Financial Education Offerings

Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under RCW 28A.300.468?			
	School District	Other LEA	School Districts and LEAs
Yes	243	16	259
No	8	3	11
All	251	19	270

243 school districts (96.8 percent) and 16 LEAs (84.2 percent) stated that all students in grades nine through twelve are provided the opportunity to access financial education. They also responded to a prompt regarding the way in which financial education curriculum is delivered. One-half of all school districts (53 percent) and 3 LEAs (19 percent) have replied that they provided financial education embedded in a for-credit standalone course. Financial education was also offered as an embedded in a for-credit course option (43 percent and 44 percent respectively) and as an option without credit (3 percent of school districts).

Table 21: Ways to Provide Financial Education Offerings

How Does School District Provide Financial Education Opportunities to All Students in Grades 9-12?			
	School District	Other LEA	School Districts and LEAs
We offer it as a for-credit standalone course	128	3	131
We offer financial education embedded in a for-credit course	104	7	111
We offer financial education, but it is not offered for credit	8	6	14
Other	3	0	3
	243	16	259

Academic Acceleration

School districts are required to develop and adopt an academic acceleration policy for students who meet state standards on the high school state assessments and who are automatically enrolled in advanced courses (RCW 28A.320.195). 78% of school districts and 78% of LEAs reported that they have implemented an academic acceleration policy. Those school districts and LEAs that did not provide this offering, gave assurance of implementing it before the school year ends.

Table 22: Access to Academic Acceleration Policy

Does the school district have an academic acceleration policy for high school students?			
	SD	LEA	All
Yes	246	15	261
No	5	4	9
All	251	19	270

GED Credit

Districts and LEAs are required to adopt a procedure to award at least one high school credit to students who are currently or formerly in institutional educational settings upon meeting the standard on a General Education Development (GED) test (RCW 28A.320.192 and WAC 392-415-070). 79.6 percent of school districts established the GED procedures, while 16.7 percent provided assurance that they would incorporate the procedures before the end of 2024. 68.4 percent of all LEAs

established the GED procedures, while 26.3 percent provided assurance that they would incorporate procedures before the end of the year.

Table 23: Award of Credit by Subject Area for Students Currently or Formerly in Institutionalized Educational Settings

Credit by Subject Area for Students Currently or Formerly in Institutionalized Educational Settings			
	SD	LEA	All
Yes	200	13	213
No	9	1	10
No, but it will incorporate them before the end of 2024	42	5	47
All	251	19	270

While implementing this new notification requirement for the third year, some school district administrative teams expressed concern about the method in which the Credit Policy for Students Released from Institutional Education Facilities should be both developed and implemented. Other school district administrative teams asked questions on whether it was a procedure or a program, which should be developed and implemented. One possible solution was offered by the Washington State School Directors’ Association (WSSDA), a state agency by chapter 28A.345 RCW, that developed a model policy 3117 which is not required by law but encouraged as a model policy for all WSSDA members.

Section 4: Encouraged Elements for Basic Education Certification

In addition to the requirements discussed above, the Board also gathered information on elements and activities that are encouraged through legislation or requirements that are being phased in. These elements are encouraged in the statute, but do not factor into compliance recommendation.

The encouraged elements include the following:

- Offer ethnic studies as a course in grades 7 to 12 and incorporate ethnic studies materials and resources in grades K-6 (RCW 28A. 300.112).
- Award the Seal of Biliteracy to graduates who meet the criteria (RCW 28A.300.575). *Note: this becomes a requirement for the 2025-2026 school year.*
- Include Holocaust education and genocide and crimes against humanity in the curriculum (RCW 28A.300.115) and
- Commemorate the history of civil rights at least once a year (RCW 28A. 230.178).
- Provide instruction in awareness of bone marrow donation (RCW

28A.210.430).

Table 24: Instruction in Awareness of Bone Marrow Donation

In the 2024-25 school year, will the school district consider providing instruction in awareness of bone marrow donation to students in grades nine through 12?			
	SD	LEA	All
Yes	148	14	162
No	32	3	35
No, but it will consider implementing	69	2	71
All	249	19	268

Table 25: 2024-25 Encouraged Basic Education Offerings

Prompts					
	SD		LEA		All
	Yes	No	Yes	No	
Does the school district provide Holocaust history instruction?	277	16	19	2	314
Does the school district commemorate the history of civil rights at least once a year?	281	12	25	0	318
Does the school district award the seal of biliteracy to qualifying graduating high school students?	193	56	12	7	268
Has the school district incorporated ethnic studies materials and resources in grades K-6?	213	79	16	1	309
Does the school district offer at least one course in ethnic studies in grades 7 to 12?	140	142	16	5	303

Almost all school districts (95.9 percent) and all LEAs have implemented history of civil rights program and Holocaust history instruction (94.5 percent and 90.4 percent respectively). The seal of biliteracy has been implemented at the rate of 77.5 percent – by school districts, and at the rate of 63.1 percent – by LEAs. The seal of biliteracy will become a required element for the 2025-2026 school year.

Nearly two-thirds of school districts (72.9percent) and almost all LEAs (94 percent) utilize the ethnic studies materials and resources in grades K-6, and nearly half of school districts (49.6 percent) and 16 LEAs (76 percent) offer one or more courses in ethnic studies in grades 7-12.

Supplementary Information about School District or LEA

The final section of the annual survey focuses on several items that school districts and LEAs may be implementing in the 2024-25 school year. However, these items are not considered in the recommendation for certification.

Mastery-Based Crediting

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

Table 26: 2024-25 Policy to Award Mastery/Competency-based Credit

Does your school district have a written policy to award mastery/competency-based credit?			
	SD	LEA	All
Yes, the school district has a permanent policy	207	11	218
Yes, the school district has a temporary policy responsive to the COVID-19 situation	20	2	22
No, the school district does not have a policy	54	8	62
All	281	21	302

School districts were asked whether they have mastery or competency-based crediting policies and whether those policies are permanent or whether they were implemented to provide temporary flexibility under COVID pandemic or other emergency conditions.

Table 27: Subject Area of Mastery/Competency-based Credit Application

Which subject area does your policy apply to?			
	SD	LEA	All
World Language	89	0	89
Physical Education	41	0	41

Which subject area does your policy apply to?			
Math	73	1	74
Science	58	0	58
English Language Arts	74	1	75
Integrated Environmental and Sustainability Education	14	0	14
Social Studies	43	0	43
Arts	32	0	32
CTE/Occupational Education	18	0	18
Health	25	0	25
Computer Science	13	0	13
Financial Education	9	0	9
Other	4	0	4

Continuity of Operations Plan

Districts and LEAs are required to have a Continuity of Operations Plan under WAC 180-16-212 addressing how they would transition to modalities other than in-person in the event of an emergency.

Table 28: 2024-25 Continuity of Operations Plan

Has the District Adopted the Continuity of Operations Plan to transition to modalities other than in-person in the event of an emergency?			
	SD	LEA	All
Yes	253	21	274
No	7	0	7
Will be adopted during the 2024-25 school year	35	4	39
All	295	25	320

Statewide, over 85.7 percent of school districts and 84 percent of LEAs have reported implementation of a Continuity of Operations Plan.

School Climate Survey

There is a growing interest in elevating student voice regarding their perspective on their educational experience. In Washington, one common approach to collect student input is through the administration of a school climate survey

Table 29: 2024-25 School Climate Survey Administration

Will Your School District Administer a School Climate Survey?			
	SD	LEA	All
Yes	212	20	232
No	31	3	34
No, we administer school climate surveys but not every year	52	2	54
All	295	25	320

For those districts and LEAs that administer a school climate survey a follow up question asks about the tool used for that survey.

Table 30: Tools Used to Administer 2024-25 School Climate Survey

Who Supports Creation, Collection, and Analysis of Your School Climate Survey Data?			
	SD	LEA	All
Center for Educational Effectiveness (CEE)	90	0	90
Panorama	37	1	38
District conducts its own survey	114	11	125
Other	23	10	33
All	264	22	286

Healthy Youth Survey

The Healthy Youth Survey (HYS) is a statewide, collaborative effort of OSPI, the State Department of Health (DOH), Health Care Authority (HCA), and the Liquor and Cannabis Board (LCB). The survey asks students their thoughts, feelings, and behaviors pertaining to a variety of health and safety topics, including school climate and community safety, anxiety and depression, substance use and abuse, and healthy eating habits and physical activity. Results from the survey are located on the [Healthy Youth Survey website](#). The survey is voluntary, anonymous, and free for schools to participate. The State Board of Education gathers information as part of the Basic Education Compliance reporting on whether or not districts participate in the survey.

Table 31: 2024-25 Healthy Youth Survey Administration

Will Your School District Administer the Healthy Youth Survey?			
	SD	LEA	All
Yes	244	15	259
No	47	6	53
The district does not serve students above 5 th grade	4	4	8
All	295	25	320

Basic Education Certification: Next Step

While analyzing the results from the 2024-25 Minimum Basic Education Requirement Compliance collection, SBE staff reviewed feedback from school district administrators and representatives.

In general, Washington state school districts and LEAs have been well-aware of the collection process and the expectations that are associated with basic education compliance. Since the collection was moved to a more robust reporting platform in 2022, the process has seen improvements each year. The majority of responses are received between June and September and the number of errors and omissions has decreased each year.

Based on feedback received over the most recent collection period SBE staff will be updating the Basic Education webpage to more clearly describe the procedure for annual basic education certification in March 2025. Between March-April 2025, staff will also be in the process of updating the collection tool and various supporting materials to help address any new requirements or reporting needs and to help districts better understand the requirements and provide resources to support implementation.

The 2025-2026 collection tool is expected to be available in May 2025 and staff plan to complete the collection of information in time for final board review and certifications during the October 2025 meeting.