

2026-27 Basic Education Compliance Matrix



The 2026-27 Basic Education Compliance Survey includes questions about the following offerings. Survey responses are used to determine compliance with RCW [28A.150.220](#) - Minimum Instructional Program of Basic Education. The following pages include citations and implementation resources for each offering.

Column 1: Foundational Elements of Basic Education <i>Factored into the compliance recommendation to the Board</i>	Column 2: Required Offerings Explicitly Tied to Basic Education <i>Factored into the compliance recommendation to the Board</i>	Column 3: Additional Legislatively Required Offerings <i>Not factored into the compliance recommendation to the Board</i>	Column 4: Legislatively Encouraged Offerings <i>Not factored into the compliance recommendation to the Board</i>
Basic Education Program Accessible to All Students Aged 5 through 20 (through 22 for Students with Disabilities) <i>New to survey, but not new law</i>	Arts Instruction	Comprehensive Sexual Health Education	Bone Marrow and Blood Donation Awareness Instruction
Credit and Subject Area Graduation Requirements (including Stand-alone Civics Course and Study of Constitutions of United States and Washington)	Cardiopulmonary Resuscitation	Credit for Students in or Released from Institutional Education Facility	Chinese Descent History Month
Graduation Pathway Options	Computer Science Elective	Financial Education Standards	Ethnic Studies
High School and Beyond Plan (HSBP)	Conservation, Natural Resources, and the Environment Instruction	John McCoy (lulilaš) Since Time Immemorial Curriculum and Tribal Collaboration	History of Civil Rights Program
Minimum 180-Day School Year	Disability History and Awareness Month	Reading and Early Literacy <i>New to survey, but not new law (change coming in Sept. 2027)</i>	Holocaust History Instruction
Minimum College Entrance Requirements / Career & Work Opportunity Program	HIV/AIDS Prevention Education	Seal of Biliteracy	
Minimum Instructional Hours	Social-emotional Learning Standards	Sex Trafficking Awareness and Prevention Education	
	Veteran's Day Observance		

Matrix Changes for the 2026-27 School Year

A few offerings in the 2026-27 Basic Education Matrix are new to the survey, but not new to state law. They are indicated in the matrix on the previous page.

In addition, the Stand-Alone Civics Course and Study of Constitutions of the United States and Washington moved from Column 2 (Required Offerings Explicitly Tied to Basic Education) to Column 1 (Foundational Elements of Basic Education) because they are required to graduate from Washington high schools. These are not new requirements.

In the 2025-26 Basic Education Matrix, there were three offerings in Column 3 (Additional Legislatively Required Offerings) that are not explicitly listed in the year's matrix:

- Electronic HSBP Platform (including Universal Platform) – Required in RCW [28A.230.215](#). OSPI is managing this process.
- HSBP Initiation – This requirement is incorporated into the HSBP graduation requirement in Column 1 (Foundational Elements of Basic Education).
- Academic Acceleration Policy - This requirement is incorporated into the HSBP graduation requirement in Column 1 (Foundational Elements of Basic Education).

Finally, previous versions of the matrix had offerings that are not included in the 2026-27 matrix because they are not a required curriculum, instruction, or awarding of credit. The laws that require those offerings still exist, but they are no longer included in the basic education compliance process. They include:

- Financial Aid Advising Day - RCW [28A.230.310](#) and RCW [28A.300.815](#)
- Temperance and Good Citizenship Day/Voter Registration - [RCW 28A.230.150](#)

Implementation Resource Tables

Foundational Elements of Basic Education

The following educational offerings are foundational to the minimum instructional program of basic education. They factor into the compliance recommendation made to the State Board of Education.

Educational Offering	Students Affected	Citation	Resources
Basic Education Program Accessible to All Students Aged 5 through 20 (through 22 for Students with Disabilities)	All Students	RCW 28A.150.220 (5)(a) - Each school district's kindergarten through 12th grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160 , and less than 21 years of age, and shall remain accessible to students with disabilities as defined in RCW 28A.155.020 from age 21 until the end of the school year in which those students turn 22 years of age.	<i>OSPI Resource:</i> Questions and Answers: Providing Special Education Services Until Age 22
Credit and Subject Area Graduation Requirements (including Stand-alone Civics Course and Study of Constitutions of United States and Washington)	High School Graduation Requirement	<p>RCW 28A.150.220(1) . . . [S]chool districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.</p> <p>3)(b) - The instructional program of basic education provided by each school district shall include: . . . Instruction that provides students the opportunity to complete 24 credits for high school graduation. Course distribution requirements may be established by the state board of education under RCW 28A.230.090.</p> <p>RCW 28A.230.090(1) - In accordance with statutory authority of the state board of education provided in RCW 28A.305.130(4), the state board of education shall establish high school graduation requirements or equivalencies for students . . .</p> <p>WAC 180-51-210 - State Subject and Credit Requirements for High School Graduation.</p> <p>RCW 28A.230.094(1)(a) . . . [S]chool district[s] . . . must provide a mandatory one-half credit stand-alone course in civics for each high school student. Except as provided by (c) of this subsection, civics content and instruction embedded in other social studies courses do not satisfy the requirements.</p> <p>(1)(c) Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and postsecondary credit.</p>	<i>WSSDA Model Policies:</i> <ul style="list-style-type: none"> • 2401/2401P - Financial Education Mastery-Based Learning and Credit • 2402/2402P - English Language Arts Mastery-Based Learning and Credit • 2403/2403P - Math Mastery-Based Learning and Credit • 2404/2404P - Science Mastery-Based Learning and Credit • 2405/2405P - Social Studies Mastery-Based Learning and Credit • 2406/2406P - The Arts Mastery-Based Credits

Educational Offering	Students Affected	Citation	Resources
		<p>(2) The [required] content of the civics course</p> <p>RCW 28A.230.170 - The study of the Constitution of the United States and the Constitution of the state of Washington shall be a condition prerequisite to graduation from the public and private high schools of this state.</p>	<ul style="list-style-type: none"> • 2407/2407P - Health and Physical Education Mastery-Based Credit • 2408/2408P - Integrated Environmental and Sustainability Education Mastery-Based Credit • 2409/2409P - World Language Mastery-Based Credit • 2410P – High School Graduation Requirements • 2413 - Equivalency Credit Opportunities • 2418/2418P/2418F - Waiver of High School Graduation Credits <p><i>OSPI Bulletin:</i> Bulletin No. 068-23: Credit for Work Experience Policy Updates</p>
Graduation Pathway Options	High School Graduation Requirement	<p>RCW 28A.230.710(1) Each student graduating from a public high school . . . must meet the requirements of at least one graduation pathway option established in this section. The graduation pathway options are intended to provide a student with multiple ways, including test-based, course-based, and performance-based options, to demonstrate readiness in furtherance of the student's individual goals for high school and beyond. . . "[D]emonstrate readiness" means the student meets or exceeds state learning standards addressed in the graduation pathway option. . . [A]ny graduation pathway option used by a student to demonstrate career and college readiness must be in alignment with the student's high school and beyond plan.</p> <p>(2) [List of] graduation pathway options</p>	<p><i>WSSDA Model Policy:</i></p> <ul style="list-style-type: none"> • 2410/2410P – High School Graduation Requirements • 2415 – Performance-based Pathway for High School Graduation

Educational Offering	Students Affected	Citation	Resources
		<p>(3) While the legislature encourages school districts to make all graduation pathway options established in this section available to their high school students . . . districts have discretion in determining which options . . . they will offer.</p> <p>(4) School districts must annually provide students in grades eight through 12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the school district and are strongly encouraged to begin providing this information to students in grade six.</p> <p>WAC 180-51-230(1) . . . Each of the graduation pathway options are equally valid for earning a Washington state high school diploma.</p> <p>(7). . . [The] nine graduation pathway options</p> <p>RCW 28A.230.720(3)(a) - At least annually, school districts shall examine data on student groups participating in and completing each graduation pathway option offered by the school district.</p> <p>(3)(b) - If the results of the analysis required under (a) of this subsection show disproportionate participation and completion rates by student groups, the school district shall identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.</p>	<p><i>OSPI bulletins:</i></p> <ul style="list-style-type: none"> • Bulletin 008-26: Bridge to College Mathematics and English Courses — Invitation to Register for the 2026–27 School Year • Bulletin 053-25: Dual Credit Updates on Funding, Rule Changes, and Program Requirements
<p>High School and Beyond Plan (HSBP)</p>	<p>High School Graduation Requirement</p>	<p>RCW 28A.230.212(1) - Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.</p> <p>(2)(a) - By grade seven, each student must be administered a career interest and skills inventory which is intended to be used to inform grade eight course taking and development of an initial high school and beyond plan. No later than grade eight, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.</p> <p>(3)-(6) Substantive Requirements of the HSBP</p> <p>(7) Any decision on whether a student has met the state board of education's requirements for a high school and beyond plan shall remain at the local level, and a school district may establish additional, local requirements for a high school and beyond plan to serve the needs and interests of its students and the purposes of this section.</p> <p>WAC 180-51-220: High School and Beyond Plan (SBE Rules)</p>	<p><i>WSSDA Model Policies:</i></p> <ul style="list-style-type: none"> • 2170/2170P – Career and Technical Education • 2195/2195P – Academic Acceleration • 2410/2410P – High School Graduation Requirements

Educational Offering	Students Affected	Citation	Resources
		<p>RCW 28A.230.215(3) - The office of the superintendent of public instruction shall facilitate the transition to a universal online high school and beyond plan platform that will ensure consistent and equitable access to the needed information and support to guide students' educational experience and ensure preparation for their postsecondary plans.</p> <p>(5)(a) - Within two years of completing the universal platform development and alignment with the requirements in this section and RCW 28A.230.212, school districts must provide students with access to the adopted universal platform.</p>	
Minimum 180-Day School Year	All Students	<p>RCW 28A.150.220(5)(a) . . . The program of basic education shall consist of a minimum of 180 school days per school year in such grades as are conducted by a school district, and . . . in kindergarten.</p>	<i>WSSDA Model Policy:</i> 2220 – School Calendar
Minimum College Entrance Requirements	High School Students	<p>(RCW 28A. 230.130)(1) - All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050</p> <p>(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills [skill] center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma.</p>	<i>WSSDA Model Policies:</i> 2410/2410P – High School Graduation Requirements
Minimum Instructional Hours	All Students	<p>RCW 28A.150.220(2) - Each school district shall make available to students the following minimum instructional offering each school year:</p> <p>(a) For students enrolled in grades one through twelve . . . a district- wide annual average of . . . at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of [one thousand twenty-seven instructional hours] instructional hours over grades one through twelve; and</p> <p>(b) For students enrolled in kindergarten, at least . . . one thousand instructional hours”</p> <p>RCW 28A.150.205 – Instructional Hours</p> <p>WAC 180-16-200 – Total Instructional Hour Requirement</p>	<p><i>WSSDA Model Policy:</i> 2220 – School Calendar</p> <p><i>OSPI bulletins:</i> B033-25: 2025–26 School Year Updates: Learning Standards Implementation, Instruction and Leadership, High School and Beyond Plan, Professional Learning Day, Sunsetting of Continuous Learning 2.0, and Student Discipline</p>

Required Offerings Explicitly Tied to Basic Education

These offerings have an explicit basic education reference in statute. They factor into the compliance recommendation made to the State Board of Education.

Educational Offering	Students Affected	Citation	Resources
Arts Instruction	All Students; additional requirements for districts with more than 200 students	<p>RCW 28A.230.305(1) . . . [S]chool districts with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art, throughout the school year. Each student must receive instruction in at least one arts discipline throughout their elementary and middle education experience. For grades nine through 12, all students must be given the opportunity to take arts coursework each academic year.</p> <p>(2) Every student must have access to arts education, as part of basic education under RCW 28A.150.210. Arts instruction must be accessible by all students, in a manner that is commensurate with instruction in other core subject areas.</p>	<p><i>WSSDA Model Policy:</i> 2406/2406P – The Arts Mastery-Based Credit</p>
Cardiopulmonary Resuscitation	High school students	<p>RCW 28A.230.179(1) - Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation to students. . . . [Instruction] must be included in at least one health class necessary for graduation.</p>	<p><i>WSSDA Model Policies:</i></p> <ul style="list-style-type: none"> • 3412 - Automated External Defibrillators • 3418/3418P - Response to Student Injury or Illness • 3422/3422P - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest
Computer Science Elective	High school students	<p>RCW 28A.230.300 (1) ...each school district that operates a high school must . . . provide an opportunity to access an elective computer science course that is available to all high school students. School districts are encouraged to consider community-based or public-private partnerships in establishing and administering a course, but any course offered in accordance with this section must be aligned to the state learning standards for computer science or mathematics.</p> <p>(2) In accordance with the requirements of this section, beginning in the 2019-20 school year, school districts may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction to implement this section.</p>	<p><i>WSSDA Model Policy:</i> 2413 – Equivalency Credit Opportunities</p>

Educational Offering	Students Affected	Citation	Resources
Conservation, Natural Resources, and the Environment Instruction	All students	WAC 392-410-115(6) - Pursuant to RCW 28A.230.020 instruction about conservation, natural resources, and the environment shall be provided at all grade levels 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.	<i>WSSDA Model Policy:</i> 6810 - Energy Management, Education and Conservation
Disability History and Awareness Month	All students	RCW 28A.230.158 - 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.	<i>WSSDA Model Policies:</i> 2337 – Disability History Month
HIV/AIDS Prevention Education Program	5th grade – 12th grade	RCW 28A.230.070(1) - The life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention shall be taught in the public schools of this state. . . . Students shall receive such education at least once each school year beginning no later than the fifth grade. (2) Each district board of directors shall adopt an AIDS prevention education program which is developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies	<i>WSSDA Model Policy:</i> <ul style="list-style-type: none"> • 2126 – HIV-AIDS Prevention Education • 5004/5004P – Infection Control Program <i>OSPI Website:</i> Washington State HIV/AIDS Prevention Education Requirements
Social-emotional Learning Standards and Benchmarks	All students	RCW 28A.200.478(1) - The office of the superintendent of public instruction shall adopt social- emotional learning standards and benchmarks by January 1, 2020, and revise the social-emotional learning standards and benchmarks as appropriate.	<i>OSPI Website:</i> Social Emotional Learning
Veterans’ Day Observance	All students	RCW 28A.230.160 - During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans Day. The responsibility for the preparation and presentation of the activities approximating at least sixty minutes total throughout the week shall be with the principal or head teacher of each school building and such program shall embrace topics tending to instill a loyalty and devotion to the institutions and laws of this state and nation.	<i>WSSDA Model Policies:</i> 2336 - Required Observances

Additional Legislatively Required Offerings

These are statutory requirements that do not factor into the compliance recommendation made to the State Board of Education.

Educational Offering	Students Affected	Citation	Resources
Comprehensive Sexual Health Education	All Students	<p>RCW 28A.300.475(2)(b) Beginning in the 2022-23 school year, comprehensive sexual health education must be provided to all public school students.</p> <p>(c) The provision of comprehensive sexual health education to public school students . . . must be provided no less than:</p> <p>(i) Once to students in kindergarten through grade three;</p> <p>(ii) Once to students in grades four through five;</p> <p>(iii) Twice to students in grades six through eight; and</p> <p>(iv) Twice to students in grades nine through twelve.</p> <p>28A.300.145(3) Every public school that offers sexual health education must assure that sexual health education complies with existing requirements in the January 2005 guidelines for sexual health information and disease prevention developed by the department of health and the superintendent of public instruction. Specifically, sexual health education must attempt to achieve the objective "take responsibility for and understand the consequences of their own behavior" and the objective "avoid exploitive or manipulative relationships." To do this, sexual health education programs should include age-appropriate information about the legal elements of sex offenses under chapter 9A.44 RCW where a minor is a victim and the consequences upon conviction, as well as the other information required to be included in informational materials prepared pursuant to subsection (1) of this section. Public schools that offer sexual health education are encouraged to incorporate the materials developed under subsection (1) of this section into the curriculum.</p>	<p><i>WSSDA Model Policies:</i></p> <ul style="list-style-type: none"> • 2125/2125P – Sexual Health Education • 2126 – HIV-AIDS Prevention Education <p><i>OSPI website:</i> Sexual Health Education</p>
Credit for Students in or Released from Institutional Education Facility	High school students	<p>RCW 28A.320.192(4) - For students in or released from an institutional education facility, school districts must provide students with access to world language proficiency tests, American sign language proficiency tests, and general education development tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. School districts must award at least one high school credit to students upon meeting the standard established by the state board of education. . . . Additional credits may be awarded by the district if a student has completed a . . . course or courses of study to prepare for the test. If the school district has a local policy for awarding mastery-based credit on state or local assessments, the school district must apply this policy for students in or released from an institutional education facility.</p>	<p><i>WSSDA Model Policies:</i></p> <ul style="list-style-type: none"> • 2402P - English Language Arts Mastery-Based Learning and Credit • 2403P - Math Mastery-Based Learning and Credit • 2404P - Science Mastery-Based Learning and Credit

Educational Offering	Students Affected	Citation	Resources
			<ul style="list-style-type: none"> • 2405P - Social Studies Mastery-Based Learning and Credit • 2418/2418P – Waiver of High School Graduation Credits • 3117 - Students in or Released from an Institutional Education Facility <p><i>OSPI bulletin:</i> 068-22: Minimum Scores on GED, World Language, and ASL Test for Institutional Education Students to Receive High School Credit</p>
Financial Education Standards	High school students	RCW 28A.300.468(2) - School districts shall provide all students in grades nine through twelve the opportunity to access the financial education standards, whether through a regularly scheduled class period; before or after school; during lunch periods; at library and study time; at home; via online learning opportunities; through career and technical education course equivalencies; or other opportunities. School districts shall publicize the availability of financial education opportunities to students and their families. School districts are encouraged to grant credit toward high school graduation to students who successfully complete financial education courses.	<p><i>WSSDA Model Policy:</i> 2401/2401P – Financial Education Mastery-Based Learning and Credit</p> <p><i>OSPI Bulletin:</i> Bulletin 057-25 - Initial Adoption of Washington K–12 Mathematics Standards, Public Comment on Washington K–12 Financial Education Standards, and Educator Survey on Social Studies Learning Standards</p>

Educational Offering	Students Affected	Citation	Resources
John McCoy (lulilaš) Since Time Immemorial Curriculum	All students	<p>RCW 28A.320.170(1)(a) - Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.</p> <p>(b) School districts shall meet the requirements of this section by using the John McCoy (lulilaš) since time immemorial curriculum developed and made available free of charge by the office of the superintendent of public instruction and may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.</p> <p>(2) As they conduct regularly scheduled reviews and revisions of their social studies and history curricula, school districts shall 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.</p> <p>RCW 28A.230.330(1) - Any course in Washington state history and government used to fulfill high school graduation requirements established by the state board of education shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.</p>	<p><i>WSSDA Model Policy:</i> 2020/2020P - Course Design, Selection and Adoption of Instructional Materials</p> <p><i>OSPI Website:</i> John McCoy (lulilaš) Since Time Immemorial: Tribal Sovereignty in Washington State</p>
Reading and Early Literacy	Kindergarten through 4th grade	<p>RCW 28A.320.202 - School districts are responsible for providing a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support.</p> <p>1295-S.SL - Beginning September 1, 2027, when a school district updates or purchases a curriculum related to early literacy, reading literacy, or writing literacy for use with any students in kindergarten through grade four, the new or updated curriculum must include at least the following essential components:</p> <ul style="list-style-type: none"> (i) Language comprehension, including semantics, syntax, and knowledge building; (ii) reading and writing fluency; (iii) orthographic knowledge, including phonics and spelling; (iv) phonological awareness, including phonemic awareness; (v) vocabulary; and (vi) oral language development and proficiency. 	<p><i>WSSDA Model Policy:</i> 2107 - Comprehensive early literacy plan</p> <p><i>OSPI bulletin:</i> Bulletin 006-26 Initial Adoption of Washington State K–12 Learning Standards for English Language Arts</p>

Educational Offering	Students Affected	Citation	Resources
Seal of Biliteracy	Graduating high school students	RCW 28A.300.575 (1). . . Beginning with the 2025-26 school year, school districts shall award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction under this section. School districts shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal of biliteracy.	<i>WSSDA Model Policy:</i> 2410P – High School Graduation Requirements <i>OSPI bulletins:</i> Bulletin 016-22 - Seal of Biliteracy Rules Change
Sex Trafficking Awareness and Prevention Education	7th through 12th grades	RCW 28A.320.168 (1) - Beginning no later than the 2025-26 school year, school districts must 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.	OSPI bulletin: Bulletin 029-25 : New Requirement for Sex Trafficking Awareness and Prevention Education Effective No Later Than the 2025–26 School Year

Legislatively Encouraged Offerings

These are offerings encouraged in statute. They do not factor into the compliance recommendation made to the State Board of Education.

Educational Offering	Students Affected	Citation	Resources
Bone Marrow and Blood Donation Awareness Instruction	High school students	RCW 28A.210.430 - Each school district, charter school, and state-tribal education compact school that serves students in any of grades nine through 12 is encouraged to offer instruction in awareness of bone marrow and blood donation to students as provided in this section. Beginning with the 2025-26 school year, instruction in awareness of bone marrow and blood donation may be included in at least one health class necessary for graduation.	
Chinese Descent History Month	All students	RCW 43.117.130(3) - Public schools are encouraged to designate time in January for appropriate activities in commemoration of the lives, history, achievements, and contributions of Chinese Americans and Americans of Chinese descent.	<i>OSPI Bulletin:</i> Bulletin 002-24: Promotional Materials for Americans of Chinese Descent History Month
Ethnic Studies	All students	RCW 28A.300.112(2)(a) - Public schools with students in grades seven through twelve are encouraged to offer an ethnic studies course that incorporates the materials and resources identified under subsection (1) of this section. (b) Public schools with students in grades kindergarten through six are encouraged to incorporate the materials and resources identified under subsection (1) of this section.	<i>WSSDA Model Policy:</i> 2020/2020P - Course Design, Selection and Adoption of Instructional Materials
History of Civil Rights Program	All students	RCW 28A.230.178 - School districts are encouraged to prepare and conduct a program at least once a year to commemorate the history of civil rights in our nation, including 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.	
Holocaust History Instruction	Middle school, junior high, and high school students	RCW 28A.300.115(1) - Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction on the events of the period in modern world history known as the Holocaust, the systemic, German state-sponsored persecution and murder of Jews and other innocent victims by the Nazi regime and its collaborators between the years 1933 and 1945. The instruction may also include other examples of genocide and crimes against humanity. The studying of this material is intended to: Examine the ramifications of prejudice, racism, and intolerance; prepare students to be responsible citizens in a pluralistic democracy; and be a reaffirmation of the commitment of free peoples never again to permit such occurrences.	<i>OSPI Website</i> Holocaust and Genocide Education