

# 2025 LEGISLATIVE SESSION

## SUMMARY OF NEW DISTRICT REQUIREMENTS AND FUNDING OPPORTUNITIES

This document includes a summary of recent legislation that has direct impacts on school districts. For a complete summary of 2025 legislative changes related to K–12 education, see the [2025 End of Session Summary](#).

### New Requirements for the 2025-27 School Year

#### HB 1296 (2025)

**Promoting a safe and supportive public education system.**

**Effective immediately**, except for section 308, school district, charter school, and state-tribal education compact school (STEC) policies and procedures must prioritize the protection of students' safety, access to a discrimination-free academic environment, access to the program of basic education, and privacy. Other changes are as follows:

- Makes changes to delineated rights of parents and legal guardians of public-school children.
- Directs the Office of the Superintendent of Public Instruction (OSPI) to establish a process for receiving and investigating complaints alleging willful noncompliance with certain state laws and permits the OSPI to impose resulting penalties to school districts.
- Modifies the list of protected classes in nondiscrimination provisions that apply to public schools.

Resources and additional information:

[Information on the Implementation of I-2081, the Parents' Bill of Rights](#)

#### SB 5009 (2025)

### Accommodating Multiple Vehicle Types for Transporting Students

**Effective July 27, 2025**, the transportation distribution formula may not mandate the type of vehicle to be used for pupil transportation, with the exception of existing zero-emission bus requirements. School districts are encouraged to use a vehicle type deemed by a district to be a safe and cost-effective manner of transporting its students, including using school buses and other

\*Does not capture funds distributed to other agencies unless noted specifically.



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vehicles, and may use transportation allocations for this purpose. District-owned passenger cars used in lieu of school buses must be included in the overall determination of the district's annual student transportation allocation rather than generating reimbursement at the private vehicle reimbursement rate. Students transported in district-owned passenger cars must be included when calculating average distance to school and number of locations served. When reporting the number of miles driven for pupil transportation services in the prior school year, school districts must disaggregate data by vehicle type.

**By September 1, 2026**, OSPI must develop rules for drivers transporting students in Washington State Patrol-inspected school vehicles other than school buses. A driver that exclusively transports students in such a vehicle must have the appropriate driver's license for that vehicle and may not be required to hold a commercial driver's license.

## **SB 5106 (2025)**

### **Celebrating Eid al-Fitr and Eid al-Adha**

**Effective July 27, 2025**, Eid al-Fitr and Eid al-Adha are recognized as nonlegal holidays. The first day of the tenth month of the Islamic calendar, which is lunar-cycle based and shifts by approximately 10 to 11 days each year, commonly called Eid al-Fitr; and the tenth day of the twelfth month of the Islamic calendar, which is lunar-cycle based and shifts by approximately 10 to 11 days each year, commonly called Eid al-Adha. School districts may need to update their list of nonlegal holidays.

Resources and additional information:

[Common Religious and U.S. Public Holiday Calendars](#)

## **SB 5253 (2025)**

### **Special Education Services (2025)**

**Effective July 27, 2025**, special education and related services for students with disabilities must be provided to the end of the school year in which a student with disabilities turns age 22, or high school graduation, whichever occurs first.

## **SB 5412 (2025)**

### **Interfund Loans for Schools**

**Effective July 27, 2025**, a school district that is in binding conditions or under enhanced financial oversight may take a temporary interfund loan from its capital projects fund, subject to the following conditions:

- The borrowing fund must repay the full loan amount within one calendar year;
- The loaning fund may not charge interest on the loan;
- The loan may not be made to the detriment of any function or project for which the loaning fund was established; and
- The school district's financial reports must specify all outstanding interfund loan balances.

OSPI is directed to adopt rules as necessary to implement this new authority.

The board of directors of a school district may sell district real property when authorized by a financial oversight committee, and the proceeds may be deposited into a fund selected by the financial oversight committee.

## **HB 1208** (2021)

### **Learning Assistance Program**

**Beginning September 1, 2025**, districts will be required to use the ISS protocol to budget and expend Learning Assistance Program (LAP) funds. Two separate timelines for LAP changes are established, which include implementation of the Integrated Student Supports (ISS) Protocol. As part of the first timeline, districts are currently encouraged to use the ISS protocol to budget and expend LAP funds.

Resources and additional information:

[Learning Assistance Program Guide](#)

## **SB 5189** (2025)

### **Supporting the Implementation of Competency-Based Education.**

**By September 1, 2025**, OSPI will adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the state board of education based on the following:

- School membership in the mastery-based learning collaborative established in section 502(2), chapter 334, Laws of 2021 or the school having a current waiver from credit-based graduation requirements granted by the state board of education under RCW 28A.300.750; or
- The process developed by the State Board of Education under section 3 of this act. Rules adopted pursuant to this section must permit school districts to report full-time equivalent students in eligible competency-based education programs for general apportionment funding.

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**Before the 2026–27 school year**, OSPI shall develop and update for use by all public school districts a standardized high school transcript. OSPI must inform public school districts of updates to the transcripts.

## **SB 5263** (2025)

### **Concerning Special Education Funding**

**Effective September 1, 2025**, the special education multiplier set in statute for K–12 students receiving special education is increased to 1.16 and the tiered structure based on education setting is removed. The Early Support for Infants and Toddlers (ESIT) funding multiplier is changed to align with the multiplier for PreK students, increasing from 1.15 to 1.2. The 16 percent enrollment funding cap is removed.

**Beginning in the 2025–26 school year**, the high-need safety net eligibility threshold is reduced.

**Beginning in the 2026–27 school year**, OSPI is directed to require districts with a disproportionate number of students identified as needing special education services to complete and submit a self-assessment to OSPI that includes an audit of student evaluations and individualized education programs (IEPs).

The statewide special education activities may include:

- Providing professional development in inclusionary practices to local education agencies, schools, and community partners in promoting inclusionary teaching practices within a multi-tiered system of supports framework to help safeguard against over-identification and other issues related to disproportionality; and
- Providing a funding match to local education agencies that opt to allocate federal funding for coordinated, early intervening services.

OSPI must award grants to up to 20 pilot schools to support school-wide centers of excellent for inclusionary practices, subject to appropriations.

## **SB 5355** (2023)

### **Sex Trafficking Prevention Education**

**No later than the 2025–26 school year**, school districts must provide instruction related to sex trafficking prevention to all students at least once between grades 7 and 12. Instruction may be incorporated into existing curricula, or an existing course may be

repurposed to meet this requirement. To comply with this statute, districts will need to review existing curricula and materials to ensure this subject is included and/or select new instructional materials.

## **HB 1228** (2024)

### **Dual and Tribal Language Education**

**Beginning with the 2025–26 school year**, school districts must award the Seal of Biliteracy to all students who meet the criteria under [WAC 392-410-350](#).

Resources and additional information:

[Washington State Seal of Biliteracy](#)

## **HB 1248** (2024)

### **Concerning Pupil Transportation**

**Beginning with the 2025–26 school year**, pupil transportation contracts entered into, renewed, or extended in the 2024 calendar year, must provide health benefits and pension contributions equivalent to those of school district classified employees.

## **HB 2331** (2024)

### **Public School Materials**

**Beginning with the 2025–26 school year**, each school district board of directors shall adopt or revise as necessary policies and procedures requests for reviews and/or removals of supplemental instructional materials. Adopted policies and procedures must comply with the requirements outlined in HB 2331 (2024).

## **HB 1393** (2025)

### **Providing Public School Students with Opportunities for Cultural Expression at Commencement Ceremonies**

**Beginning in the 2025–26 school year**, school districts, charter schools, and state-tribal education compact schools (schools) must permit students to wear an item or object of cultural significance, or multiple items or objects if they are traditionally worn together, with or attached to their gown at high school commencements and other official graduation ceremonies and events. The items or objects must be befitting of the ceremony or event and adhere to applicable decorum requirements of the schools. Schools may

prohibit items that are likely to cause substantial disruption or interfere materially with a high school commencement or other official graduation ceremony or event. Statutory provisions related to the wearing of traditional tribal regalia or objects of Native American cultural significance by students who are members of a federally recognized tribe are not modified or otherwise affected.

Resources and additional information:

[Right to Tribal Regalia Information](#)

## **HB 1709** (2025)

### **Addressing the Care of Students with Adrenal Insufficiency by Parent-Designated Adults**

**Beginning in the 2025–26 school year**, school districts are required to provide individual health plans for students with adrenal insufficiency and adopt policies governing the care of these students that include the administration of noninjectable medication by school employees in compliance with HB 1709 (2025).

## **HB 1878** (2025)

### **Improving Young Driver Safety**

**Beginning in the 2025–26 school year** a school district, approved private school, or driver training school may offer the behind-the-wheel instruction portion for up to four hours in a single day in cases of hardship, such as a student needing to travel a great distance to receive the behind-the-wheel instruction. Driver training schools licensed under chapter 46.82 RCW are encouraged to include a self-paced online course, or components of a self-paced online course, in the classroom instruction portion of driver training education courses, as authorized and certified by the department, to the extent feasible, and to focus teaching resources the behind-the-wheel portion of driver training education. The established driver training program must facilitate partnerships between private driver training schools and high schools, vocational-technical schools to enable private driver training school instructors to teach driver training education courses in school facilities. School districts may be involved to this end, however, responsibility to implement driver training is voluntary for districts.

## SB 5030 (2025)

### Improving Access to Educational Services by Reducing Barriers to Obtaining Vital Records and Allowing Alternative Forms of Documentation

**Beginning in the 2025–26 school year**, school districts must accept an expanded list of documents to verify a child’s age or date of birth for the purposes of enrollment if the child is eligible as described in SB 5030 (2025) and forthcoming OPSI WAC.

## SB 5358 (2025)

### Career & Technical Education in 6th Grade

**Beginning in the 2025–26 school year**, school districts may offer exploratory Career and Technical Education (CTE) courses to sixth grade students in middle school. Sixth grade middle school students enrolled in exploratory CTE programs may not be included in enrollment counts for purposes of CTE allocations. Middle and high school CTE courses must be treated as a single program when accounting for and calculating minimum expenditures, carryover amounts, and recovery amounts. This treatment is exclusively for accounting purposes and must not result in disparate program quality across grade levels.

## SB 5641 (2025)

### Encouraging Public School Instruction in Awareness of Blood Donation

**Beginning in the 2025–26 school year**, school districts, charter schools, and state-tribal education compact schools are encouraged to offer instruction in awareness of blood donation in addition to awareness of bone marrow donation. Beginning with the 2025–26 school year, instruction in awareness of blood donation along with awareness of bone marrow donation may be included in at least one health class necessary for graduation. This instruction must be an instructional program provided by the National Marrow Donor Program, the American Red Cross, America's Blood Centers, Bloodworks Northwest, or other relevant, nationally recognized organizations focused on either bone marrow or blood donation, or both.

## **SB 5769** (2025)

### **Addressing Transition to Kindergarten Programs**

**Beginning in the 2025–26 school year**, the annual average full-time equivalent eligible (AAFTE) children enrolled is capped at 7,266 AAFTE for purposes of state funding, specified in the omnibus appropriations act. During the 2025–26 and 2026–27 school years, OSPI must prioritize funding for programs that operated during the 2024–25 school year

## **SB 5004** (2025)

### **Updating Emergency Response Systems in Public Schools Including Panic or Alert Buttons**

School districts must work collaboratively with local law enforcement agencies and safety and security staff to develop an emergency response system. School districts must ensure their emergency response systems come into compliance with requirements outlined in SB 5004 (2025).

**By October 1, 2025**, school districts must report their progress in meeting these requirements to OSPI. These requirements are applied to charter schools and state-tribal education compact schools. This act may be known as Alyssa's law.

## **HB 5462** (2024)

### **Inclusive Learning Standards**

**By October 1, 2025**, school district boards of directors must amend their policies and procedures to conform with the amended model policy requiring adoption of inclusive curricula and selection of diverse, equitable, inclusive, age-appropriate instructional materials that include histories, contributions, and perspectives of historically marginalized and underrepresented groups, including but not limited to, people from various racial, ethnic, and religious backgrounds, LGBTQIA+ people, and people with various socioeconomic and immigration backgrounds. This requirement applies to charter schools and state-tribal education compacts.

Resources and additional information:

[Washington Model Resource: Screening for Biased Content in Instructional Materials](#)



## **SB 5192 (2025)**

### **School District Materials**

**Effective July 27, 2025**, the grades 9–12 Maintenance, Supplies, and Operating Costs (MSOC) allocations provided in the prototypical model are represented as one large sum per full-time equivalent student, rather than disaggregated by category. The MSOC allocation amounts are increased to \$1,614.28 per student for general MSOC allocations and \$214.84 per student for additional 9–12th grade allocations. The increased allocation amounts are intended to address growing material, supply, and operating costs and may not be expended for any other purpose. For purposes of calculating general and 9–12th grade MSOC allocations inflation adjustments must be made using the implicit price deflator for the previous calendar year as of the beginning of the school year.

**Beginning in the 2026–27 school year**, each school district must annually report all MSOC expenditures to OSPI as outlined in SB 5192 (2025).

## **HB 5790 (2024)**

### **Medical Equipment in Schools**

**Beginning in the 2026–27 school year**, school districts, charter schools, and state-tribal compact schools must have and maintain bleeding control equipment on each school campus for use in the event of a traumatic injury. Schools must inspect and inventory equipment annually and after each use and replace equipment as necessary.

Each school must have a minimum of two employees per school who have completed training on using the bleeding control equipment. If a school has more than 1000 students, it must have one trained employee per 500 students. School districts may use in-person or online trainings produced by the United States Department of Homeland Security, the American College of Surgeons, or similar organizations.

## **SB 5025 (2025)**

### **Concerning Educational Interpreters**

**By the beginning of the 2027–28 school year**, educational interpreters must have obtained a full or limited certificate. Educational interpreters who have not obtained a limited certificate but who demonstrate satisfactory efforts to achieve a full certificate may continue providing educational interpreter services up to eighteen months after taking the performance assessment or twelve

months after receiving their performance assessment results. Professional Educator Standards Board (PESB) is responsible for adopting rules related to educational interpreter assessments, identifying both full and limited performance standards, establishing certificates for educational interpreters according to those performance standards, and making annual data relating to educational interpreters publicly available.

### **SB 5807** (2025)

#### **Concerning Wellness Incentives for Public and School Employee Health Benefit Plans**

**Beginning January 1, 2028**, the SmartHealth Program offered by Public Employees Benefit Board (PEBB) and School Employees' Benefits Board (SEBB) is eliminated.

**Beginning January 1, 2028**, employees are no longer eligible to earn a wellness incentive. Employees who have met the eligibility requirements to receive a wellness incentive by December 31, 2027, will still receive the wellness incentive during the 2028 calendar year.